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AUTHOR Johnson, Thomas J.
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ABSTRACT

This study is a review of the social and behavioral science research covering the period 1900-1968 relevant to aesthetic education in the field of dance. The objectives of this study were to provide an overview of the state of the art, a summary of research findings, and an index to research studies. For purposes of this review, the articles researched were those dealing with dance in the educational levels of preschool through college. The study contains a description of the procedure used in the formulation of the summary and indexes, a rationale for the summary of research in dance, a summary of dance using a three-dimensional matrix, and an overview of the status of research in the field of dance. The appendixes include a list of contributing journals, author index, and KWIC index (listing according to significant words in the title). The KWIC index is cross referenced to the record index, which lists the documents according to identification number and which includes resumes if the document is relevant to the study as a whole. (JA)

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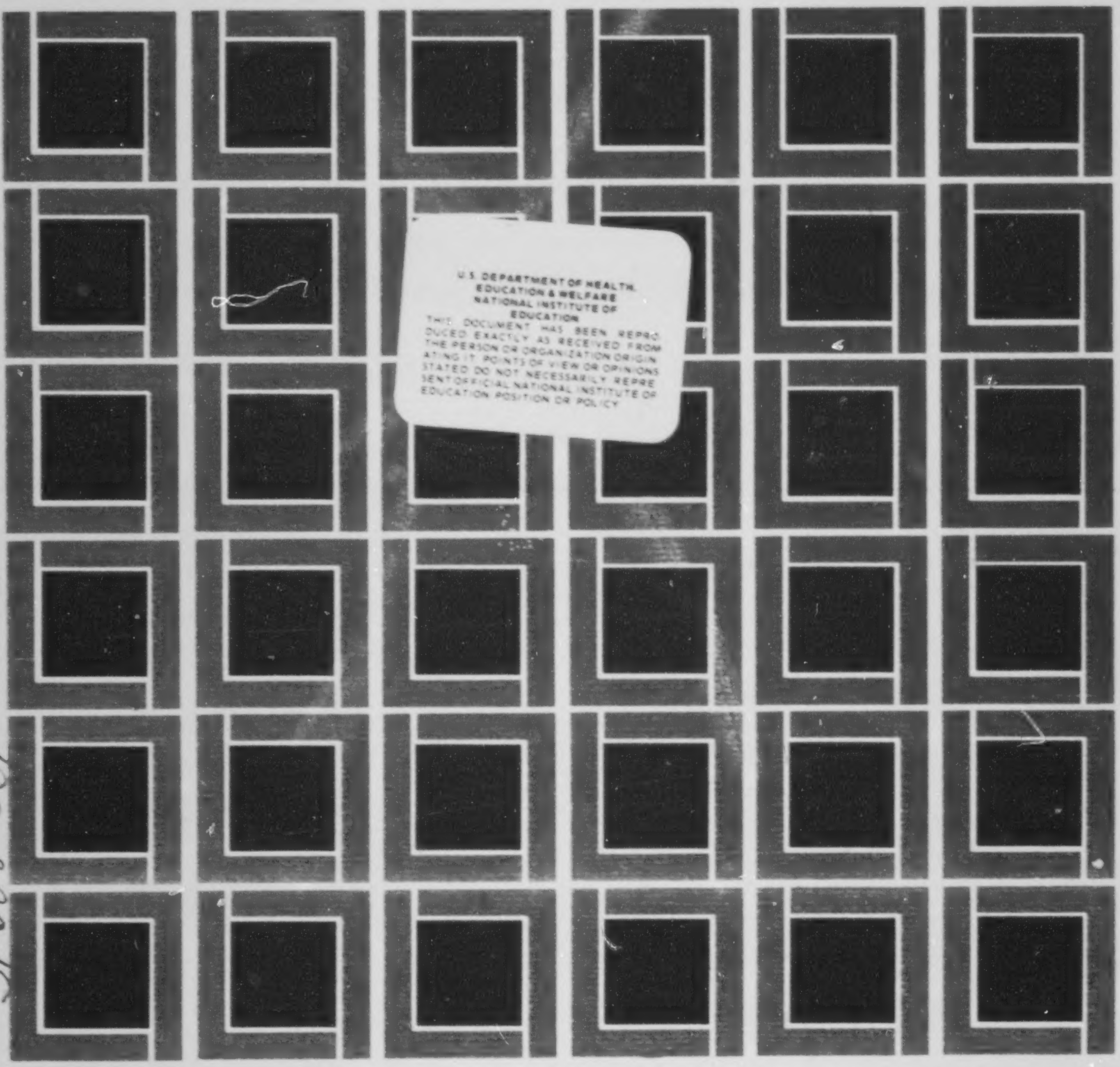

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REVIEW AND INDEX TO RESEARCH IN DANCE RELEVANT TO AESTHETIC EDUCATION
1900-1968

Thomas J. Johnson

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Aesthetic Education Program
CENTRAL MIDWESTERN REGIONAL EDUCATIONAL LABORATORY, INC.
10646 St. Charles Rock Road
St. Ann, Missouri 63074
314-429-3535

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In any review of the research literature covering a large time period, or with a large corpus, it is easy to overlook studies which are directly related to the defined domain. It is also possible to omit annotations of significant research studies due to the ambiguity of titles and reporting, the biases of the reviewer and search errors, as well as constraints imposed by deadlines, and budgetary restrictions. Where ommisions have occurred, we apologize. The reader is invited to submit an index entry form for any important citations omitted using the format outlined in Chapter 1. These additions will be incorporated into an updated revision of the review.

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INTRODUCTION

It is generally acknowledged that educational research and development efforts, instructional planning, and curriculum decisions need to be guided by significant and relevant knowledge from the social and behavioral sciences. It is also acknowledged that few programs are able to capitalize on all of the technology, knowledge, and information that mey be available. In some instances the infrequent utilization of prior knowledge is due to the fact that the relevant information is located in fugitive documents, and is thus inaccessible to most users. In other instances information may be readily available but the research studies suffer from numerous major and minor methodological weaknesses so as to render their conclusions ambiguous except to those especially well qualified in research design and statistical inference.

While it is true that an individual researcher can consult the reviews of research that are periodically produced (c.f. AERA Reviews of Research) these reviews generally cover only a 3-5 year time period and thus any cumulative knowledge about an area is difficult to attain without considerable scholarship and retrospective search.

This study is a review of the social and behavioral science research covering the period 1900-1968 relevant to aesthetic education in the field of dance. The overall objectives of the review were: a) to present an overview of the "state of the art," b) to provide a reliable and useful summary of the research findings, knowledge, and tests that are available, and c) to develop an index to these research studies that would insure that researchers, principals, teachers, curriculum supervisors and other educational personnel, might have ready access to any information relevant to dance as it relates to aesthetic education.

For purposes of this review, the articles researched were those dealing with dance in the educational levels of pre-school through college.

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PROCEDURE

PROCEDURE

Before the actual search of the literature was begun, it was necessary to establish selection criteria and a set of procedures for the reviewing and reporting of relevant documents. The selection criteria consisted of the following:

A. Included were:

   1) articles related to the teaching of the "skill" of dance technique when these were not strictly physical education-oriented motor skill studies,

   2) studies dealing specifically with kinesthesia, tests of kinesthesia, or kinesthesia as related to dance,

   3) articles dealing with the communication of psychological aspects of aesthetics via dance, and

   4) articles which had implications for the conduct of controlled research.

B. Excluded were:

   1) dance therapy articles unless they included generalizations about the nature of dance or implications for its general use or teaching, and

   2) dance studies not dealing with social and behavioral sciences.

The procedure adopted for annotation was to attempt to include all of the pertinent information necessary to give the reader a comprehensive overview of the particular document. A standard index entry form was developed which consisted of the following:

TITLE (T)	The actual title of the book, report, article, or other document.
AUTHOR (A)	The listed author or authors.
KEY WORDS (K)	The words which in addition to the title indicate the general nature and content of the document. These terms generally designated: A. Independent Variables B. Subject Parameters C. Response constructs
SOURCE (S)	The location of the original source document. In the case of a journal or magazine article this was the name of the publication in which it appeared, in the case of a book this was the publisher.
SUBJECT CATEGORY (C)	Terms indicating the general area or topic with which the document was concerned were recorded, e.g. "KINESTHESIA," "RHYTHMIC PRODUCTION," etc.
RESUME (R)	When the document was of possible specific relevance to this research work a brief descriptive annotation of the content was prepared. The annotation included the purpose, method, and result of the particular study.

An example of a completed entry form is given in Figure 1. As shown, the format was designed for ready capture by key punching or optical character typing.

As shown in Figure 1 all entries were assigned a record identification code (RECID) which was used as the basic integrating code for all indexes.

FIGURE 1

INDEX ENTRY FORM

Columns

1-8	8,10	11 - 80
RECID CODE	CARD CODE	DOCUMENT INFORMATION
R052	TA	(TITLE) Effect of two regulated changes of tempo upon emotional connotations in dance
	AA	(AUTHOR) Hays, J. C.
	SA	(SOURCE) American Association for Health, Physical Education, and Recreation Research Quarterly, 38:389-97, October, 1967
	RA	(RESUME - Purpose/Method/Results) Purpose: To examine the effect of two regulated changes of tempo upon emotional connotations in dance Method: Films of a short dance study, performed and shown at three different tempos, to a control and an experimental group in order to determine emotional responses to the movement study at varied speeds, were analyzed to ascertain actual changes in the movement. Results: Tended to enforce the concept that the effect of a change of tempo upon specific motion events was apparent in the actual performance of the motion events and upon the emotional connotation which these motion events might attempt to communicate. A single stimulus evoked similar associations, but the conformity of responses was dependent upon the individuals perceptive and empathic abilities. Variables in quality of movement, velocity of the specific body part viewed, and motivation may have caused variations in responses to the same motion-event series. The distortion of actual movement caused by a change of tempo and the lack of that distortion in a mechanically varied speed seemed to make little difference to viewers in terms of emotional association.

The actual search of the literature for the documents desired was accomplished by systematically reviewing the various educational and psychological indexes and journals from 1900 to 1968. Information from relevant articles was noted and included on index entry forms. The bibliographies of relevant articles were also noted and reviewed for purposes of obtaining additional sources of information.

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CONSTRUCTION OF THE INDEX

10/11

CONSTRUCTION OF THE INDEX

After completion of the index entry forms for each document, the information on the forms was punched onto cards or typed in OCR (optical character reader) format. The information was then placed on tape and analyzed by computer to produce three bibliographic indexes.

The purpose of constructing different indexes is to attempt to arrange the entries according to different criteria which might serve as the basis for interrogation of the index. For example, an index which presents references according to author is of optimum utility only if the interrogator has prior knowledge of author or authors. To permit usage by naive interrogators, indexes based on key words in the title can be constructed and these will have optimum utility if the key words are augmented by other terms which are descriptive of the contents of the study.

The record identification code provides the mechanism for cross-referencing the bibliographic entries as they appear in different orders in the different indexes. The index based on the record identification code (RECID INDEX) is the only index which usually contains all of the information related to each entry. It is possible, to list all of the information for any index, but this is not economical for rapid searching and for identification of document references.

The three indexes were defined as given below. Examples of the indexes are given in Figure 2.

CODE NAME	FUNCTION
RECID	Each bibliographic item is listed once accordingly to the record identification code. They are arranged in numeric sequence. This index is the basic listing and therefore contains all information concerning each document.
AUTHOR	This listing is arranged alphabetically according to the author or authors name, therefore search of the entries is only readily performed only by direct knowledge of the author(s).
KWIC	This listing is made according to each significant word or words in the title as well as any additional key words which are descriptive of the document. The list is presented in alphabetic order. A document which had only a one word title is listed only once. A document which has a one word title and one key word is listed twice according to the alphabetic sequence. Consequently a document is

KWIC (continued) listed in this index as many times as there are key words. The format of the index is given in Figure 2 and as shown is essentially one of the Key-Word-In-Context.

FIGURE 2

FORMAT OF THE THREE INDEXES

1. RECID

R072***Rowen, B. J. R.

An exploration of the uses of rhythmic movement to develop aesthetic concepts in the primary grades

Dissertation Abstracts, 1966, 27, 2749-A

Purpose: To describe a program for primary grade children which aims to develop aesthetic concepts through body movement and expression.

Method: Action-study, grade 2

Results: The program is feasible and has positive effects upon the aesthetic awareness of the children and upon their overall developmental patterns, especially to components of rhythm and quality of sensory perception.

N073***Hurd, J. C.

The meaning of movement on the contemporary American stage

Dissertation Abstracts, 1966, 27, 3157-A

N074***Iden, M. A.

Substantive elements about human movement

Dissertation Abstracts, 1967, 28, 1694-A

2. AUTHOR

Hays, J. C.	R052
Henry, F. M.	R036

3. KWIC

FOR LEARNING DANCE MOVEMENT	MEASUREMENT OF CAPACITIES	R038
KINESTHESIS:	MEASUREMENT OF	R043
A REVIEW AND DISCUSSION:	MENTAL PRACTICE	R051
OF AUDITORY AND VISUAL	MOTOR: AN INVESTIGATION	R067
OF THE MOTION PICTURE	MOTOR: THE VALUE	R039
OF A FILM SERIES	MOVEMENT: CONSTRUCTION	R077
AND LEARNING-A MOTOR	MOVEMENT EXPERIENCES	R147
KINESTHETIC AND VISUAL CONTROL	MOVEMENTS: THE ROLE OF	R062

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RATIONALE FOR THE SUMMARY OF RESEARCH IN DANCE

RATIONALE FOR THE SUMMARY OF RESEARCH IN DANCE

A summary of a large body of research is most useful if it provides a suitable conceptual framework for interpreting the findings of the individual studies, or if it provides insight into the cumulative "knowledge" in the area. Obviously a common format for the presentation of individual findings requires careful structuring and organization if the overall review is to have maximum utility. Ideally, a research summary should consist of a logically organized set of mutually exclusive categories into which individual studies or findings can be placed. At the same time the summary might suggest relationships between findings, point up the strengths and weaknesses of what has been, reveal new areas where research is needed, indicate the various methodologies that have been employed, and in general present a comprehensive overview of the state of knowledge in the given area.*

In attempting to review and summarize the research studies relevant to aesthetic education, two factors seem to be prepotent. First the topic or content of the study is important, and secondly the methodological treatment of that topic within the study is important. If a classification system is developed for all of the relevant topics in a given content area, these topics then can be arranged in a manner which might reveal some of the interrelationships between the studies. Separate topic lists can be made for different methodological treatments such as surveys, correlational studies, controlled experiments, etc. and the reader might be able to examine the overall organization of studies in the given area.

---

*In the following sections of this chapter we have attempted such a classification. It is hoped that other researchers will try out alternative classification systems and that eventually some reasonable system for the storage of accumulated and standardized findings will be developed for this area of research.

The most difficult part of the organizational plan described above, is the development of a unified classification scheme for the organization for all of the relevant topics. This task can be simplified somewhat if it is assumed that the content of a study will fall into three main categories:

1) Content reflecting the important independent variables within the particular field of specialization which are manipulated or controlled in the study, e.g. visual movement, kinesthetic movement
2) Content reflecting the characteristics of individuals, i.e., subject parameters, which effect how they react to the independent variables, e.g. "functional intelligence," "Sensory motor training," etc.
3) Content reflecting the implicit or explicit response constructs, i.e., dependent variables, observed and measured in the study, e.g. "rhythmic production," "Kinesthesia," etc.

Since each of these three categories of content is essentially independent of the others, they may be combined and recombined in a number of ways to provide a reasonably flexible and concise method of presenting the content of the research studies, as well as some important aspects of their methodological treatments.

The three classes of topics listed above may be combined to yield three different types of research summaries.

> Type I: If all three classes of topics are treated simultaneously in research study, it can be classified as Type I. In this type of study, one or more independent variable parameters are varied, subject parameters are controlled by assignment to treatments, (or relevant characteristics of the subjects involved in the study are noted) and the variation in one or more of their responses is observed. This paradigm represents the "classical" type of empirical study in which an independent variable is carefully manipulated, and the response, or dependent variable, is observed and measured.
>
> Type II: If only response relationships are considered in a study, it can be classified as Type II. In this type of research the correlation between two responses is investigated, and independent variables related to the responses, are not systematically varied.*
>
> Type III: If only aspects of subject characteristics and their responses are considered in a study, it can be classified as Type III. In this type of study, the relationship between certain subject parameters and certain responses is the manifest objective of the research, and no systematic variation of any independent variable is noted.*
>
> Type IV: Studies which do not readily fit into any of the above three types can be placed in Type IV. These studies are generally theoretical in nature, although they sometimes have methodological aspects. These studies can also be placed into a classification scheme and given an internal topical organization. In most instances, Type IV articles are theoretical in nature, although they sometimes treat methodological aspects.

In order to combine and display independent variable parameters, subject parameters and response constructs logically and efficiently, a graph composed of two or three axes (dimensions) was constructed for reporting those Type I, II and III studies which were annotated in the RECID Index. Type IV studies were systematically categorized rather than graphically represented.

---

*It should be noted that due to ambiguity in reporting it was not always easy to determine whether a particular study should be categorized as a Type II or Type III research study. In these special cases, the studies were categorized according to the assumed intent of the researcher(s).

The categorization scheme for DANCE is defined as follows:

INDEPENDENT VARIABLE PARAMETERS

In this categorization scheme, consistent with most experimental design terminology, the parameters of an experimental situation which are directly controlled and manipulated by the experimenter are called independent variables. The magnitude of the effect of systematic variation of one or more independent variables on a specified dependent or response variable is measured by holding all other parameters of the experimental situation constant and/or randomized. Three parameter classifications and ten independent variable sub-categories relevant to research in dance are presented below.

A. STIMULUS PARAMETERS

1) Visual Movement - Movement provided by visual means, usually film, is controlled and manipulated to measure the magnitude of the effect of specific visual movement stimuli on specified response variables related to dance.

2) Kinesthetic Movement - Actual body movement by the subject is controlled and manipulated to measure the magnitude of the effect of specific kinesthetic movement stimuli on specified response variables related to dance.

3) Aural-Rythmic Movement - Rythmic movement, produced aurally through music, is controlled and manipulated to measure the magnitude of the effect of specific aural-rythmic movement stimuli on specified response variables related to dance.

4) General Sensory Perception - Perception of general sensory input is controlled and manipulated to measure the magnitude of the effect of specific sensory perceptions on specified response variables related to dance.

5) Order and Organization of Stimuli - The order and organization of specified stimulus variables are controlled and manipulated to measure the magnitude of their effect on specified response variables related to dance.

B. TASK PARAMETERS

1) Training Treatments - Training treatments, e.g. instructions, schedules of reinforcement, types of reinforcement, procedural sequences, etc., are controlled and manipulated to measure the magnitude of the effect of specific training treatments on specified response variables related to dance.

2) Mode of Presentation - The mode or manner in which the stimuli are presented, e.g. loud-soft, fast-slow, bright-dim is controlled and manipulated to measure the magnitude of the effect on specified response variables related to dance.

3) Physical Setting - The physical setting, i.e., environment of the experimental situation, are controlled and manipulated to measure the magnitude of the effect of specific physical conditions on specified response variables related to dance.

C. GROUP PARAMETERS

1) Structure - The inherent structure of experimental groups, e.g. social, classroom stratification, superior and subordinate role positions etc., controlled and manipulated to measure the magnitude of the effect of specific group structure variables on specified response variables related to dance.

2) Cohesiveness - Group cohesiveness, i.e., stability of membership and objectives, is controlled and manipulated to measure the magnitude of the effect of specific group cohesiveness variables on specified response variable related to dance.

SUBJECT PARAMETERS

Subject parameters refer to the qualifications and characteristics that are required of subjects participating in any given experimental situation. There are nine subject-characteristic categories which have been emphasized in research in DANCE listed below.

A) Unspecified - No information reported concerning required subject characteristics for a particular research study.

B) Physiological - Genetically determined characteristics, e.g. sex, age, weight, race, etc.

C) Intellectual Cognitive - Clearly distinguishable and measureable intellectual abilities and skills.

D) Educational Training - Attained level of formal instruction or specialized training.

E) Cultural Background - Major institutional and social patterns attributable to a defineable group of people, i.e., common customs expected standards of behavior and formal organization of the community (e.g. Urban/non-Urban)

F) Sensory-Motor Training - Attained level of specialized training in dance and dance related movements.

G) Personality Variables - Sex-typing, identification, moral development, social attitudes.

H) Affective-Emotional Variables - Love, security, happiness, anger, anxiety, fear.

I) Motivational Variables - Goal expectancies, energizing, sensitizing and directional factors, reward and punishment outcomes.

DEPENDENT VARIABLES

In this categorization scheme, consistent with most experimental design terminology, behaviors which are observed and measured to determine whether they are related to or associated with other systematically controlled and manipulated variables, are called dependent or response variables. There are three response construct classifications and nine dependent variable sub-categories which have been emphasized in research dealing with DANCE, listed below.

A. PRODUCTIVE

1) Rhythmic - Organized patterns of flow are observed and measured as a response construct

2) Kinesthetic - Postural or positional productions are observed and measured as a response construct.

3) Gross Motor - General motor coordination is observed and measured as a response construct

4) Originality - Unusual extemporaneous executions of productions are observed and measured as response constructs

B. COGNITIVE-PERCEPTUAL

1) Kinesthesia - Awareness or perception of bodily position is observed and measured as a response construct.

2) Evaluation-Criticism - Ratings, rankings, judgments, comparisons, etc. are observed and measured as response constructs.

3) Background Knowledge - Demonstrable knowledge of stimulus is observed and measured as a response construct.

C. AFFECTIVE-EMOTIONAL

1) Preference - Choices, attitudes, prejudices, etc. are observed and measured as response constructs.

2) General Emotional Behavior - Aggression, tension, stress, anxiety, fear, laughter, etc., are observed and measured as response constructs.

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SUMMARY OF DANCE TYPE I

Figure 3 is a three-dimensional matrix for type 1 studies of Dance. The independent variable parameters are represented along the rows, the dependent variable parameters are represented along the columns and the subject parameters are listed at the bottom of the page. Each subject parameter was assigned a corresponding letter "A" through "I" respectively. The letters are integrated into the matrix within the cells, to locate and denote any annotated study according to the explicit dimensions employed. The number beside each letter in the cells indicates the number of studies which utilized identical types of parameters and response constructs.

FIGURE 3 MATRIX REPRESENTATION OF DANCE TYPE 1

			DEPENDENT VARIABLES									
			RESPONSE CONSTRUCTS									
			RHYTHMIC	KINESTHETIC	GROSS MOTOR	ORIGINALITY	KINESTHESIA	EVALUATION CRITICISM	BACKGROUND KNOWLEDGE	PREFERENCE	GENERAL EMOTIONAL	TOTAL FREQUENCY
INDEPENDENT VARIABLES	STIMULUS PARAMETERS	VISUAL MOVEMENT	1_e		1_e			1_d	1_a			4
		KINESTHETIC MOVEMENT		1_b					2_a			3
		AURAL-RYTHMIC MOVEMENT	1_e	1_a	1_e		1_b 1_d		2_a		1_a	8
		GENERAL SENSORY PERCEPTION					1_a 1_b 1_d					3
		ORDER & ORGANIZATION OF STIMULI										0
	TASK PARAMETERS	TRAINING TREATMENTS							3_a			3
		MODE OF PRESENTATION		1_a							1_a	2
		PHYSICAL CONDITIONS					1_a				1_a	2
	GROUP PARAMETERS	STRUCTURE	1_e		1_e							2
		COHESIVENESS										0
		TOTAL FREQUENCY	3	3	3	0	6	1	8	0	3	

SUBJECT PARAMETERS:		TOTAL FREQUENCY
a)	Unspecified	15
b)	Physiological	3
c)	Intellectual/Cognitive	0
d)	Educational Training	3
e)	Sensory-Motor Training	6
f)	Cultural Background	0
g)	Personality Variables	0
h)	Motivational Variables	0
i)	Affective-Emotional	0

GENERAL SUMMARY DANCE TYPE I

An examination of figure 3 indicates that type I studies of dance have concentrated on the independent variables of physical movement, i.e. "visual," "aural-rhythmic," and "Kinesthetic," while the subject parameters of physiology, educational training and "sensory-motor training" were emphasized. There appears to be equal attention given to most response constructs, although background knowledge and kinesthesia were the response constructs measured and observed most frequently. It is interesting to note that measurement and observation of "originality" and "affective preference" did not appear to be of interest in any of these studies.

SUMMARY OF FINDINGS TYPE I

The usefulness of the matrix graphical approach to summarizing the number of studies in various areas suggests that this approach also might be applied to organizing the presentation of the findings of these studies. That is, the findings may be organized according to the response constructs used in the preceding graph of independent variables, subject parameters and dependent variables. This will not only provide a clear organizational framework, but will also, in a sense, make the written summary "compatible" with the methods used, so that observations and comparisons may be more easily made about the relation between the number of studies and the extent of their findings in a given area.

Response	Findings
Rhythmic Production	
Kinesthetic Production	Accuracy of arm movement reproduction is affected by the type of stimulus control, which is mental, and increases with age. (Khomenko, K. E., 1962, R062)
(also general emotional)	Films of a short dance study, performed and shown at three different tempos, were presented to an experimental and control group with the result that the effect of a change in tempo upon specific motion events was apparent in the actual performance of the motion events, and upon the emotional connotation which these events communicate. (Hays, J. C., 1967, R052)

Gross Motor Production (also rythmic)	When a group of varsity athletes, a group of dance majors, and a control group (no experience) were stimulated with auditory and visual rhythms, gross motor behavior was not found to be affected by either stimulus, motor performance was significantly different in favor of the experimental groups, and it was concluded that perception is not highly related to motor rhythm performance. (Huff, J., 1967, R067)
Creative Production	
Kinesthesia	An action-study program designed to develop aesthetic concepts through body movement and expression was found feasible in the primary grades. The children were most responsive to components of rhythm and sensory perception. (Rowen, B. J. R., 1966, R072)
	In a dynamic test of the accuracy of kinesthetic judgment as a response to a changing situation in the absence of perceptual discrimination, blindfolded subjects responded in over-all integrated bodily movements rather than adjustments of small muscle groups. (Henry, R. M., 1953, R036)
Evaluation	In an analysis of how dance communicated through movement, samples of student choreographed dance studies were filmed and judged and evaluated by a trained jury, with substantial agreement on the emotions communicated by each composition. (Turner, M. J., 1963, R082)
Background Knowledge	In a study to determine whether motion and time can be conveyed more effectively by film, a motion picture was shown to an experimental group, while non-film instruction was given to a control group. There was a more consistent rate of improvement with the movie, especially after a short practice period. (Lockhart, A., 1944, R039)

	In a study designed to compare the effects of bodily movement activity to general music activity, it was found that the experimental treatment, i.e. music activity with bodily movement activity, reduced shyness, increased venturesomeness, hindered creativity and music interest. (Fardig, S. P., 1966, R070)
	Aesthetic attitude changes resulted when an experimental group of subjects was given a correlated program of instruction in art, music, and modern dance. A control which did not experience such instruction did not experience such changes. (Miles, J. B., 1962, R141)
Preference	
General Emotional	In a series of experiments, environments were devised for an audience to experience. Each was centered on a single theme. These environments were concluded to have the value of creating a theatrical product where everything is experienced as if for the first time. (Anderson, J., 1968, R035)

SUMMARY OF DANCE TYPE 11

Figure 4 is a two-dimensional matrix for Type II DANCE studies which examined the relationships between response constructs. As will be seen, only half of the matrix is considered, as the second half would be a mirror image of the first. The frequencies are the number of times the elements of the dimension were utilized by the studies of this type; they do not necessarily represent numbers of actual studies.

FIGURE 4 MATRIX REPRESENTATION OF DANCE TYPE II

		RESPONSE CONSTRUCTS									
		RHYTHMIC	KINESTHETIC	GROSS MOTOR	CREATIVE	KINESTHESIA	EVALUATION	BACKGROUND KNOWLEDGE	PREFERENCE	GENERAL EMOTIONAL	TOTAL FREQUENCY
RESPONSE CONSTRUCTS	RHYTHMIC										0
	KINESTHETIC										0
	GROSS MOTOR					1		1			2
	CREATIVE										0
	KINESTHESIA										0
	EVALUATION										0
	BACKGROUND KNOWLEDGE										0
	PREFERENCE										0
	GENERAL EMOTIONAL										0
	TOTAL FREQUENCY	0	0	0	0	1	0	1	0	0	

GENERAL SUMMARY OF DANCE TYPE II

As indicated in figure 4, there has been little relevant research conducted in relating the response constructs of dance as they are defined in this review. What research there was, placed the emphasis on the perceptual correlates of "gross motor production."

SUMMARY OF FINDINGS TYPE 11

Response	Findings
Gross Motor Production with Background Knowledge	An aesthetic sense of self-knowledge can be correlated with an increase in body freedom and control. (Jacobson, V., 1966, R147)
Gross Motor Production with Kinesthesia	In an investigation of the predictive possibilities of kinesthetic tests, it was found that kinesthetic perception is related to modern dance ability and production. (Frial, P. I. S., 1965, R079)

SUMMARY OF DANCE TYPE 111

GENERAL SUMMARY OF DANCE TYPE III

As no studies were relevant for this methodological type, no summary or resume of the finds can be offered here.

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SUMMARY OF DANCE TYPE IV

DANCE TYPE IV

Those studies which could not be placed in the three previous categories were placed into this methodological type. This type does not represent a distinct methodology, although it represents research that is somewhat theoretical in nature. Six categories were found feasible for this material. The following is a brief explanation of each category with sample titles and findings given for illustrative purposes.

Category 1

Studies of Dance Measures and Tests - Problems of developing reliable, valid measures of dance constructs.

Sample Titles - "The development of a test of rhythmic response through movement of first grade children," "Measurement of modern dance techniques," "A study of the reliability of a rhythm test and the relationship of past rhythmic experience to present rhythmic ability."

Findings - A film series for teachers of elementary school children was constructed which used the components of time and space in the demonstration of movement education in a tag game situation.
(Tillotson, J. S., 1965, R077)

Poor results were obtained when an attempt was made to establish a test for the measurement of kinesthesia. The low number of significant intercorrelations between the various measures prompted the conclusion that kinesthesia may be composed of a series of specific functions.
(Scott, M. G., 1955, R043)

In a comparison of measures obtained by already existing tests, and ratings of dance skill by judges, it was concluded

that capacities for learning skill in dance movement techniques after instruction may be measured fairly accurately by already existing tests.
(Benton, R., 1944, R038)

A gross motor rhythm test was developed which was found unseable across folk, square, and modern dance.
(Ashton, D., 1953, R030)

Category II

Studies of New Criteria - Problems of choosing criteria for valid measurement of dance performance.

Sample Titles - "Abstraction of a dance movement," "The organization of sequences of action in man," "Exploring movement experiences."

Findings - In an attempt to identify the component factors of non-literal modern dance, it was found that non-literal modern dance differs considerably from traditional modern dance in its conception, development, and basic philosophy.
(Turner, M. J., 1965, R149)

Category III

General Theory - Research proposals and theories of dance.

Sample Titles - "Theory and techniques for motivating choreographic expression on secondary and college levels," "Movement and meaning: Development of a general theory," "Appia's theory of acting: eurhythimics for the stage."

(No relevant findings annotated)

Category IV

General Review - Reviews and criticisms of past research.

Sample Titles - "Mental practice: a review and discussion," "Research related to dance as a discipline," "Recent studies in dance."

Findings - In a review of research related to dance as a discipline, such areas as the development of creativity in modern

dance, kinesthetic perception and movement capacity, ritualistic dance-drama in primitive societies, and the influences of creative arts laboratory on personality characteristics of college students were covered.
(Smith, N. W. (ed.), 19 , R034)

In a review of the relation of mental practice to performance and individual differences in amount of gain, it was concluded that mental practice is associated with improved performance, bilateral transfer effects, aids physical practice in acquisition. Imagining ability, and the capacity for selective attention show a significant relation to the amount of gain from mental practice.
(Richardson, A., 1967, R051)

Category V

Discussions of Instruction - Guidelines and suggestions for effective instruction related to dance.

Sample Titles - "Teaching geometry through creative movement," "An evaluation of dance programs in the intermediate grades," "Guidelines for effective modern dance lecture demonstrations."

(No relevant findings annotated)

Category VI

Bibliography - Bibliographical summaries of research in dance.

Sample Title - "Dance research, reference materials with suggestions for future research."

(No relevant findings annotated)

GENERAL SUMMARY DANCE TYPE IV

Almost half of these studies have concentrated on the aspects of movement in dance developing criteria of movement and the means of their measurement. It was also observed that instructional means of stimulation, especially types of training and ways of motivating choreographic expression in students, has found inordinate interest in this "methodological" type.

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OVERVIEW OF THE STATUS OF RESEARCH
IN THE FIELD OF DANCE

OVERVIEW OF THE STATUS OF RESEARCH IN THE FIELD OF DANCE

The major reference works consulted included *Education Index*, *Psychological Abstracts*, and *Dissertation Abstracts*. *Education Index* provided relevant materials, as did *Dissertation Abstracts* until the subject index terminated with Volume 22 (1962). *Psychological Abstracts* contained almost nothing of relevance, yielding from 0-5 articles out of approximately 100 entries per year. Furthermore, no category "dance" appears in the index and those items which were regarded as relevant were in peripheral areas. Other references volumes consulted, including *Sociological Abstracts* and *Social Science and Humanities Index*, offered no yield at all. *The Guide to the Performing Arts* offered two relevant suggestions over about a decade. *Tests in Print* contained no tests related to dance, nor was *Masters Theses in Education* helpful. The bibliographic series *Research Studies in Education* covering the years 1941-1966 offered some relevant items, although these entries were located in *Dissertation Abstracts*. There were a few reference volumes which were unable to be located which might have been helpful, *Dance Index* in particular.

The recent issues of the major dance periodicals, including *Dance Scope*, *Dance Observer*, *Dance Perspectives*, *Dance Magazine*, *The Laban Art of Movement Guild Magazine*, and *Impulse* which contained the largest amount of relevant items. *Educational Dance*, might have been profitable, but it could not be located.

Before the late 1940's, there were very few relevant articles, dissertations, or theses in the literature searched. The decade beginning with 1950 produced an increase in related articles which continued through the period of this review. Although 1968 appears to begin a decline in this output, it is too early to say that this is a new trend.

APPENDIX A

LIST OF CONTRIBUTING PUBLICATIONS

LIST OF CONTRIBUTING PUBLICATIONS

Academic Therapy Quarterly

ACTA Psychologica Sinica

American Journal of Occupational Therapy

Annee Psychologique

Arithmetic Teacher

British Hournal of Educational Psychology

Ceskoslovenska Psychiatrie

Claremont Reading Conference Yearbook, 1966

College Physical Education Association Proceedings, 1956

Dance Magazine

Dance Observer

Dance Scope

Dissertaion Abstracts

Doklady Akademii Pedagogischesskikh Nauk

Educational Leadership

Educational Theatre Journal

Exceptional Children

Impulse

Instructor

Journal of American Association for Health, Physical Education, and Recreation

Journal of General Psychology

Journal of Genetic

Journal of Psychology

Laban Art of Movement Guild Magazine

Magyar Pszichologiai Szemle

Music in Education

National Association for Physical Education of College Women Report:
1964 Workshop of Aesthetics and Human Movement

Pedagogisk-Psykologiska Problem

Perceptual and Motor Skills

Psychological Abstracts

Report of the 39th Annual Conference of the Western Society of Physical
Education of College Women

Research Quarterly

Research Quarterly of American Association for Health, Physical
Education, and Recreation

Review of Educational Research

School Arts

Studies in Art Education

Teachers College Record

Theory into Practice

Times Educational Supplement

Voprosy Psikhologii

49th Yearbook, University of Chicago Press, 1950

Zhurnal Vysshei Nervnoi Deyatel'nosti

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KWIC INDEX

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	Effect of a rhythmic and sensory motor program on perceptual motor spatial abilities of kindergarten children.	N103
Ability	A study of reliability of a rhythm test and the relationship of past rhythmic experience to present rhythmic ability.	N115
	Relationship between selected postural divergencies and motor ability.	N088
	Motor ability and creativity. Unrelated.	N060
	Comparison of motor creativity with verbal creativity motor ability and intelligence.	N071
	A study of the relationship of certain measures of rhythmic ability and motor ability in girls and women.	N053
	Measures of motor ability before and after participation in a high school dance class.	N106
	Relationship of static equilibrium to ability in motor activities.	N087
	Prediction of modern dance ability through kinesthetic tests.	R079
Abstraction	The meaning of movement on the contemporary American stage. Abstraction. Mimesis. Metaphor. Symbol.	N073
	Abstraction of a dance movement. Lecture demonstration locomotor source.	N027
Accompaniment	Effect of rhythmic accompaniment upon learning of fundamental motor skills.	N050
Accompanying	Sensory factors involving control of movements accompanying periodic stimuli. Sound.	N065

Achievement	Creativity intelligence and achievement in motor skills.	N048
Acquisition	Functions of mental practice in acquisition of motor skills.	N148
Acting	Applas theory of acting eurhythmics for the stage. Dalcroze	N097
Action	Organizatsiya posledovatel nosti deistvii U cheloveka. The organization of sequences of action in man. Motor acts.	R033
	Action research in rhythmic testing.	N008
Action-Study	An exploration of the uses of rhythmic movement to develop aesthetic concepts in the primary grades. Action-Study.	R072
Activities	An investigation of auditory and visual perception of rhythm and its relation to skill in selected motor activities.	R067
	How children learn the motor types of activities.	N136
	Relationship of static equilibrium to ability in motor activities.	N087
Activity	Effect of verbal instruction on athletic activity.	N057
	Razvitie vospriyatiya i deyatel nost Activity and perceptual development.	N023
	Effect of a rhythmic and sensory motor activity program on perceptual motor-spatial abilities of kindergarten children.	N103
	Effect of a kinesthetic-rhythm activity to music on selected aspects of behavior.	R070
	The contributions of activity to skill learning.	N064

Acts	The organization of sequences of action in man. Motor acts.	R033
Adaptance	Apropos of the types from the point of view of social adjustment of the child. Personality. Motor-skill. Qualitative.	N013
Adjustment	Dynamic kinesthetic perception and adjustment.	R036
	The effect of movement on the adjustment and coordination of a selected group of first grade children.	N120
Advice	Youth advice bureau. Vocational guidance. Movement. Assessment.	N014
Aesthetic	An exploration of the uses of rhythmic movement to develop aesthetic concepts in the primary grades. Action-study.	R072
	Aesthetic learning through experiences in a correlated program of instruction in art, music and modern dance.	R141
	Movement experiences and learning a motor development program for young children. Perception. Aesthetics experience review.	R147
African	African dance as education. Cultural	N019
Age	The role of kinesthetic and visual control in the movements performed by children of secondary school age.	R062
Aggressive	An exploratory study of the use of creative rhythmic movement experiences in helping aggressive children.	N109
Agility	Relationship of modern dance performance to agility balance, flexibility, power and strength.	N016
Alexander	For the victims of our culture the Alexander Technique. Kinesthetic physiology.	N025

Alignment	A simplified technique for teaching body alignment in standing its application and evaluation.	N128
American	The meaning of movement on the contemporary American stage. Abstraction mimesis metaphor symbol.	N073
Analysis	The kinesiological analysis of five selected modern dance warm-ups.	N112
	Factorial analysis of motor co-ordination body-balance perception.	N084
Anatomy	Modern dance and kinesiology.	N049
Anecdotes	Commentary on creative dance in elementary schools with filmed anecdotes.	N124
Appias	Appias theory of acting eurhythmics for the stage dalcroze.	N097
Application	A simplified technique for teaching body alignment in standing its application and evaluation.	N128
Approach	The significance of human movement a phenomenological approach.	N138
	Self-evaluation on approach. Uniqueness. Capabilities.	N094
Art	Experiences in movement, art and dance.	N045
	Aesthetic learning through experiences in a correlated program of instruction in art, music and modern dance.	R141
Aspects	Effect of a kinesthetic-rhythm activity to music on selected aspects of behavior.	R070
	Verbal aspects of dance. Taxonomy.	N026
	Psychological aspects of human movement and perception.	N134

Aspects	Kinesiological aspects of sport.	N133
Assessment	Youth advice bureau vocational guidance movement assessment.	N014
Athletes	Study of tests of kinesthesis. Specific athletes.	N083
Athletic	Effect of verbal instruction on athletic activity.	N057
Attitude	Effect of attitude toward warm-ups on motor performance.	N085
Audience	Importance of audience participation in dancing.	N135
Audio-Perceptual	Relationship between audio-perceptual rhythm and skill in square dancing.	N002
Auditory	A study in non-verbal communication exploration of visual auditory and kinesthetic responses in three groups, one blind, two deaf, three normal.	N123
	An investigation of auditory and visual perception of rhythm and its relation to skill in selected motor activities.	R067
	Development and validation of an objective measure of locomotor response to auditory rhythmic stimuli dancers rhythmeter.	N091
Balance	Relationship of modern dance performance to agility balance, flexibility power and strength.	N016
	Sensory perception of the motor skilled kinesthesia balance hearing, sight, touch.	N100
	An experimental study of the effect of head balance on patterns of posture and movement in man.	N066

Balance	Selected kinesthetic and psychological differences between the highly skilled in dance and sports. Balance-Personality-Assessment Time-Estimation Characteristics.	N078
	Better dancing through better body balance posture Julliard Posture Laboratory.	N042
	Factorial analysis of motor co-ordination, balance, tempo, two-handed agility, speed, co-ordination, body-balance perception.	N084
Ballroom	A study of the unique contributions of ballroom, folk, modern, and tap dance to the development of certain traits in college women.	N111
Basic	Basic dance and sensory perception.	R032
Begin	A place to begin. Therapy.	N021
Behavior	Effect of a kinesthetic-rhythm activity to music on selected aspects of behavior.	R070
Biology	The biology of esthetics. Universality forms inherent.	N007
Blind	A study in non-verbal communication exploration of visual auditory and kinesthetic responses in three groups, one blind, two deaf, three normal.	N123
Body	A simplified technique for teaching body alignment in standing its application and evaluation.	N128
	Better dancing through better body balance Julliard Posture Laboratory.	N042

Body	Body structure and design factors in the motor performance of college women.	N040
Body-balance	Factorial analysis of motor co-ordination balance tempo two-handed-agility speed co-ordination body-balance perception.	N084
Body-movement	Slow learners and rhythm.	N093
Capabilities	Self-evaluation one approach. Uniqueness.	N094
Capacities	The measurement of capacities for learning dance movement techniques.	R038
Career	Teaching dance as a career.	N121
Changes	Effect of two regulated changes of tempo upon emotional connotations in dance. Film.	R052
Characteristics	Movement portraits. Children characteristics.	N015
	Selected kinesthetic and psychological differences between the highly skilled in dance and sports. Balance personality-assessment, time-estimation characteristics.	N078
Chart	Seven guides to creativity. Chart.	N041
Child	Dance for the deaf child.	N009
	Rhythm tests for the pre-school child.	N118
	Rhythmic responsiveness of normal elementary school children an investigation of the developmental difference in the rhythmic responsiveness of the normal child when a rhythmic stimulus is utilized as contrasted with a musical stimulus. Spontaneous-rhythm physical-movement film.	N095

Children	A study of the development of rhythmic abilities in first grade children.	N117
	An exploratory study of the use of creative rhythmic movement experiences in helping aggressive children.	N109
	Effect of a rhythmic and sensory motor activity program on perceptual motor-spatial abilities of kindergarten children.	N103
	Relation of kinesthetic perception to a selected motor-skill for elementary school children.	N004
	The development of a test of rhythmic response through movement of first grade children.	N126
	The effect of movement on the adjustment and coordination of a selected group of first grade children.	N120
	Rhythmic responsiveness of normal elementary school children an investigation of the developmental difference in the rhythmic responsiveness of the normal child when a rhythmic stimulus is utilized as contrasted with a musical stimulus spontaneous-rhythm physical-movement film.	N095
	Movement portraits. Children Characteristics.	N015
	Children consider the dance program. Responses.	N142
	How children learn the motor types of activites.	N136
	The role of kinesthetic and visual control in the movements performed by children of secondary school age.	R062

Children	Movement experiences and learning a motor development program for young children. Perception aesthetics experience review.	R147
	A new method of studying the rhythmic responses of children together with an evaluation of the method of simple observation. Illusion.	N144
	Relation of kinesthetic perception to a selected motor skill for elementary school children. Unrelated.	N063
Choreographic	Theory and techniques for motivating choreographic expression on secondary and college levels.	N130
	A study of modern dance in relation to communication choreographic structure and elements of composition.	R082
Choreography	The role of the computer.	N020
Class	Measures of motor ability before and after participation in a high school dance class.	N106
Classroom	Video-tape a medium for the teaching of dance classroom.	N010
College	The interdivisional program in dance at teachers college.	N127
	Theory and techniques for motivating choreographic expression on secondary and college levels.	N130
	A study of the unique contributions of ballroom, folk, modern, and tap dance to the development of certain traits in college women.	N111
	Body structure and design factors in the motor performance of college women.	N040
Comment	Comment movement and meaning development of a general theory.	N090

Commentary	Commentary on creative dance in elementary schools with filmed anecdotes.	N124
Communication	Non-literal modern dance. Its nature forms and means of communication.	R149
	A study of modern dance in relation to communication choreographic structure and elements of composition.	R082
	A Study in non-verbal communication exploration of visual auditory and kinesthetic responses in three groups, one blind, two deaf, three normal.	N123
Comparison	Comparison of motor creativity with verbal creativity motor ability and intelligence.	N071
Complex	The effects of covert rehearsal on the development of a complex motor skill.	N146
Composition	A Study of modern dance in relation to communication choreographic structure and elements of composition.	R082
Computer	The role of the computer. Choreography	N020
Concept	Viewing oneself performing selected motor skills in motion pictures and its effect upon expressed concept of self in performance.	N006
Concepts	An exploration of the uses of rhythmic movement to develop aesthetic concepts in the primary grades action-study.	R072
	Concepts related to the development of creativity in modern dance. Process product environment person.	N080
Conceptualizing	The effects of an emphasis on conceptualizing techniques during early learning of a gross motor skill. Mental-practice.	N102

Conditions-of	The role of phenomenal experience in motor learning. Physical-execution conditions-of.	N069
Conduct	Principles for the establishment and conduct of programs of dance for senior high school girls.	N086
Conjunction	A Study in the use of movement education in conjunction with psycho-drama in group psycho-therapy.	N113
Connotations	Effect of two regulated changes of tempo upon emotional connotations in dance. Film.	R052
Consider	Children consider the dance program. Responses.	N142
Construction	Construction of a film series. Movement education in physical education	R077
Contemporary	The meaning of movement on the contemporary American stage. Abstraction mimesis metaphor symbol	N073
Contrasted	Rhythmic responsiveness of normal elementary school children an investigation of the developmental difference in the rhythmic responsiveness of the normal child when a rhythmic stimulus is utilized as contrasted with a musical stimulus. Spontaneous-rhythm physical-movement film.	N095
Contributions	The contributions of activity to skill learning.	N064
	A study of the unique contributions of ballroom, folk, modern, and tap dance to the development of certain traits in college women.	
Control	The role of kinesthetic and visual control in the movements performed by children of secondary school age.	R062
	Sensory factors involving control of movements accompanying periodic stimuli, sound.	N065

Coordination	Coordination and motor learning.	N132
	The effect of movement on the adjustment and coordination of a selected group of first grade children.	N120
Correlated	Aesthetic learning through experiences in a correlated program of instruction in art, music and modern dance.	R141
Covert	The effects of covert rehearsal on the development of a complex motor skill.	N146
Co-Ordination	Factorial analysis of motor co-ordination, balance, tempo, two-handed-agility, speed co-ordination, body-balance perception.	N084
Creative	Commentary on creative dance in elementary schools with filmed anecdotes.	N124
	Teaching geometry through creative movement.	N099
	An exploratory study of the use of creative rhythmic movement experiences in helping aggressive children.	N109
Creativity	Seven guides to creativity. Chart.	N041
	Concepts related to the development of creativity in modern dance process product environment person.	N080
	On creativity. Individuals traits.	N001
	Creativity intelligence and achievement in motor skills.	N048
	Comparison of motor creativity with verbal creativity motor ability and intelligence.	N071
	Measuring the creativity of modern dancers.	N107
	Motor ability and creativity. Unrelated.	N060
Cultural	African dance as education.	N018

Cultural	From Ghana the dancers environment. Special motion cultural.	N018
Culture	For the victims of our culture the Alexander Technique. Kinesthetic physiology.	N025
Dalcroze	Applas theory of acting eurhythmics for the stage dalcroze.	N097
Dance	Aesthetic learning through experiences in a correlated program of instruction in art, music and modern dance.	R141
	Experiences in movement, art and dance.	N045
	Television, a tool for teaching dance.	N022
	Prediction of modern dance ability through kinesthetic tests.	R079
	Modern dance and kinesiology. Anatomy	N049
	New directions in dance and music. Movement sound source.	N028
	Basic dance and sensory perception.	N078
	Selected kinesthetic and psychological differences between the highly skilled in dance and sports. Balance personality-assessment time-estimation characteristics.	N078
	Teaching dance as a career.	N121
	Research related to dance as a discipline.	N034
	African dance as education. Cultural	N019
	Dance as therapy for the mentally ill Responses.	N046
	The interdivisional program in dance at teachers college.	N127
	Measures of motor ability before and after participation in a high school dance class.	N106

Dance	Video-tape a medium for the teaching of dance classroom.	N010
	A study of the effects of dance experience of women prisoners at Texas Women's Prison.	N119
	Effect of two regulated changes of tempo upon emotional connotations in dance. Film.	R052
	Principles for the establishment and conduct of programs of dance for senior high school girls.	N086
	Dance for the deaf child.	N009
	The phenomenology of dance. Illusion force movement. Esthetics.	N101
	Commentary on creative dance in elementary schools with filmed anecdotes.	N124
	The role of modern dance in higher education.	N139
	A study of modern dance in relation to communication choreographic structure and elements of composition.	R082
	Non-literal modern dance. Its nature forms and means of communication.	R149
	Guidelines for effective modern dance lecture demonstrations.	N068
	Abstraction of a dance movement. Lecture-demonstration locomotor source.	N027
	The measurement of capacities for learning dance movement techniques.	R038
	Relationship of modern dance performance to agility, balance, flexibility, power and strength.	N016

Dance	Concepts related to the development of creativity in modern dance. Process Product Environment Person	N080
	Children consider the dance program Responses.	N142
	An evaluation of dance programs in the intermediate grades.	N110
	Dance research reference materials with suggestions for future research.	N075
	The phenomenology of dance. Review-of movement.	N098
	The place of dance rituals from primitive times to the present.	N114
	Verbal aspects of dance. Taxonomy	N026
	Measurement of modern dance techniques	N116
	Opening doors through dance. Therapy kinesthetic.	N029
	Recent studies in dance. Theses	N031
	A study of the unique contributions of ballroom, folk, modern, and tap dance to the development of certain traits in college women.	N111
	The kinesiological analysis of five selected modern dance warm-ups.	N112
Dancer	A dancer looks at movement.	N137
Dancers	Measuring the creativity of modern dancers.	N107
	Perceptual differences of selected football players, dancers and non-performers to a given stimulus.	N024
	From Ghana the dancers environment. Special motion cultural.	N018
	The dancers posture.	N011

Dancers	Development and validation of an objective measure of locomotor response to auditory rhythmic stimuli Dancers rhythmeter.	N091
Dancing	Importance of audience participation in dancing.	N135
	Relationship between audio-perceptual rhythm and skill in square dancing.	N002
	Dancing for the deaf.	N143
	Better dancing through better body balance posture Julliard Posture Laboratory.	N042
Deaf	Dancing for the deaf.	N143
	Dance for the deaf child.	N009
	A study in non-verbal communication exploration of visual auditory and kinesthetic responses in three groups, one blind, two deaf, three normal.	N123
Decline	Motor development and decline throughout life span.	N047
Demonstrations	Guidelines for effective modern dance. Lecture demonstrations	N068
Deprivation	Hypokinetic disease. Movement deprivation. Perception.	N096
Design	Body structure and design factors in the motor performance of college women.	N040
Develop	An exploration of the uses of rhythmic movement to develop aesthetic concepts in the primary grades. Action-study.	R072
Development	Motor development and decline throughout life span.	N047
	Development and validation of an objective measure of locomotor response to auditory rhythmic stimuli. Dancers rhythmeter.	N091

Development	Effect of mental practice on the development of a certain motor skill.	N017
	The effects of covert rehearsal on the development of a complex motor skill.	N146
	Comment movement and meaning development of a general theory.	N090
	Movement and meaning development of a general theory somatic-sensory symbolic elements thought.	N089
	The development of a test of rhythmic response through movement of first grade children.	N126
	Development of an objective measure of rhythmic motor response.	N081
	A study of the unique contributions of ballroom, folk, modern, and tap dance to the development of certain traits in college women.	N111
	Concepts related to the development of creativity in modern dance. Process Product Environment Person	N080
	A study of the development of rhythmic abilities in first grade children.	N117
	Movement experiences and learning a motor development program for young children. Perception aesthetics experience review	R147
Developmental	Rhythmic responsiveness of normal elementary school children. An investigation of the developmental difference in the rhythmic responsiveness of the normal child when a rhythmic stimulus is utilized as contrasted with a musical stimulus spontaneous-rhythm physical-movement film.	N095
Device	The value of the motion picture as an instructional device in learning a motor skill.	R039

Difference	Rhythmic responsiveness of normal elementary school children. An investigation of the developmental difference in the rhythmic responsiveness of the normal child when a rhythmic stimulus is utilized as contrasted with a musical stimulus spontaneous-rhythm physical-movement film.	N095
Differences	Selected kinesthetic and psychological differences between the highly skilled in dance and sports. Balance personality-assessment time-estimation characteristics.	N078
	Perceptual differences of selected football players, dancers and non-performers to a given stimulus.	N024
Different	Effect of different lengths of practice on the learning of a motor skill.	N003
Directions	New directions in dance and music. Movement Sound Source	N028
Discipline	Research related to dance as a discipline.	N034
Discussion	Mental practice a review and discussion.	R051
Disease	Hypokinetic disease. Movement. Deprivation. Perception.	N096
Divergencies	Relationship between selected postural divergencies and motor ability.	N088
Doors	Opening doors through dance. Therapy kinesthetic.	N029
Drama	Evaluation of movement study for drama and music majors.	N122
During	The effects of an emphasis on conceptualizing techniques during early learning of a gross motor skill mental-practice.	N102

Dynamic	Dynamic kinesthetic perception and adjustment.	R036
Early	The effects of an emphasis on conceptualizing techniques during early learning of a gross motor skill mental-practice.	N102
Education	Construction of a film series. Movement education in physical education.	R077
	Aesthetic education through physical education.	N129
	The role of modern dance in higher education.	N139
	African dance as education. Cultural	N019
	A study in the use of movement education in conjunction with psychodrama in group psycho-therapy.	N113
Effect	Effect of a kinesthetic-rhythm activity to music on selected aspects of behavior.	R070
	Effect of a rhythmic and sensory motor activity program on perceptual motor-spatial abilities of kindergarten children.	N103
	Effect of attitude toward warm-ups on motor performance.	N085
	Effect of different lengths of practice on the learning of a motor skill.	N003
	An experimental study of the effect of head balance on patterns of posture and movement in man.	N066
	Effect of mental practice on the development of a certain motor skill.	N017
	The effect of movement on the adjustment and coordination of a selected group of first grade children.	N120

Effect	Effect of rhythmic accompaniment upon learning of fundamental motor skills.	N050
	Effect of two regulated changes of tempo upon emotional connotations in dance. Film.	R052
	Effect of verbal instruction on athletic activity.	N057
	Viewing oneself performing selected motor skills in motion pictures and its effect upon expressed concept of self in performance.	N006
Effective	Guidelines for effective modern dance. Lecture demonstrations.	N068
Effects	The effects of an emphasis on conceptualizing techniques during early learning of a gross motor skill. Mental-practice.	N102
	The effects of covert rehearsal on the development of a complex motor skill.	N146
	A study of the effects of dance experience of women prisoners at Texas Womens' Prison.	N119
	Effects of stress on motor performance and learning shock.	N005
Elementary	Rhythm and movement in the elementary school.	N131
	Relation of kinesthetic perception to a selected motor-skill for elementary school children.	N004
	Rhythmic responsiveness of normal elementary school children an investigation of the developmental difference in the rhythmic responsiveness of the normal child when a rhythmic stimulus is utilized as contrasted with a musical stimulus spontaneous-rhythm physical-movement film.	N095

Elementary	Relation of kinesthetic perception to a selected motor skill for elementary school children. Unrelated.	N063
	Commentary on creative dance in elementary schools with filmed	N124
Elements	Substantive elements about human movement ratings generalizations validation.	N074
	A study of modern dance in relation to communication choreographic structure and elements of composition.	R082
	Movement and meaning development of a general theory. Somatic-sensory symbolic elements thought.	N089
Emotional	Effect of two regulated changes of tempo upon emotional connotations in dance. Film.	R052
Emphasis	The effects of an emphasis on conceptualizing techniques during early learning of a gross motor skill mental-practice.	N102
Environment	Concepts related to the development of creativity in modern dance. Process product environment person.	N080
	From Ghana the dancers environment. Spacial motion cultural.	N018
Environmental	Anthropolinetics. Human-motion environmental.	N054
Equilibrium	Relationship of static equilibrium to ability in motor activities.	N087
Establishment	Principles for the establishment and conduct of programs of dance for senior high school girls.	N086
Esthetic	Esthetic education through physical education.	N129

Esthetics	The phenomenology of dance. Illusion force movement esthetics.	N101
	The biology of esthetics. Universality forms inherent.	N007
Eurhythmics	Appias theory of acting eurhythmics for the stage. Dalcroze.	N097
Evaluation	A simplified technique for teaching body alignment in standing its application and evaluation.	N128
	An evaluation of dance programs in the intermediate grades.	N110
	Evaluation of movement study for drama and music majors.	N122
	A new method of studying the rhythmic responses of children together with an evaluation of the method of simple observation. Illusion.	N144
Exercise	The influence of exercise in sports on kinesthetic sensitivity in the joints of the upper limbs.	N058
Experience	The role of phenomenal experience in motor learning. Physical-execution conditions-of.	N069
	A study of the effects of dance experience of women prisoners at Texas Women's Prison.	N119
	Movement experiences and learning a motor development program for young children. Perception aesthetics experience review.	R147
	A study of reliability of a rhythm test and the relationship of past rhythmic experience to present rhythmic ability.	N115
Experiences	Movement experiences and learning a motor development program for young children. Perception aesthetics experience review.	R147

Experiences	Aesthetic learning through experiences in a correlated program of instruction in art, music and modern dance.	R141
	An exploratory study of the use of creative rhythmic movement experiences in helping aggressive children.	N109
	Experiences in movement and dance.	N045
	Exploring movement experiences. Non-calethenics.	N055
Experimental	An experimental study of the effect of head balance on patterns of posture and movement in man.	N066
Exploration	An exploration of the uses of rhythmic movement to develop aesthetic concepts in the primary grades. Action-study.	R072
	A study in non-verbal communication exploration of visual auditory and kinesthetic responses in three groups, one blind, two deaf, three normal.	N123
Exploratory	An exploratory study of the use of creative rhythmic movement experiences in helping aggressive children.	N109
Exploring	Exploring movement experiences. Non-calethenics.	N055
Expressed	Viewing oneself performing selected motor skills in motion pictures and its effect upon expressed concept of self in performance.	N006
Expression	Theory and techniques for motivating choreographic expression on secondary and college levels.	N130
Factorial	Factorial analysis of motor coordination balance tempo two-handed-agility speed coordination body-balance perception.	N084
Factors	Body structure and design factors in the motor performance of college women.	N040

Factors	Sensory factors involving control of movements accompanying periodic stimuli. Sound.	N065
Feeling	The whole secret is feeling.	N140
Film	Effect of two regulated changes of tempo upon emotional connotations in dance. Film.	R052
	Rhythmic responsiveness of normal elementary school children an investigation of the developmental difference in the rhythmic responsiveness of the normal child when a rhythmic stimulus is utilized as contrasted with a musical stimulus spontaneous-rhythm physical-movement film.	N095
	Construction of a film series. Movement education in physical education.	R077
Filmed	Commentary on creative dance in elementary schools with filmed anecdotes.	N124
Flexibility	Relationship of modern dance performance to agility, balance, flexibility, power and strength.	N016
Folk	A study of the unique contributions of ballroom, folk, modern, and tap dance to the development of certain traits in college women.	N111
Football	Perceptual differences of selected football players, dancers and non-performers to a given stimulus.	N024
Force	The phenomenology of dance. Illusion force movement esthetics.	N101
Forms	Non-literal modern dance. Its nature forms and means of communication.	R149
	The biology of esthetics. Universality forms inherent.	N007
Functions	Functions of mental practice in acquisition of motor skills.	N148

Fundamental	Effect of rhythmic accompaniment upon learning of fundamental motor skills.	N050
Future	Dance research reference materials with suggestions for future research.	N075
Generalizations	Substantive elements about human movement ratings generalizations validation.	N074
Geometry	Teaching geometry through creative movement.	N099
Ghana	From Ghana the dancers environment Spacial motion cultural.	N018
Girls	Principles for the establishment and conduct of programs of dance for senior high school girls.	N086
	A study of the relationship of certain measures of rhythmic ability and motor ability in girls and women.	N053
Grade	A study of the development of rhythmic abilities in first grade children.	N117
	The development of a test of rhythmic response through movement of first grade children.	N126
	The effect of movement on the adjustment and coordination of a selected group of first grade children.	N120
Grades	An evaluation of dance programs in the intermediate grades.	N110
	An exploration of the uses of rhythmic movement to develop aesthetic concepts in the primary grades.	R072
Gross	Rhythmic perception and gross motor performance.	N125
	Gross motor rhythm test.	R030
	Intelligence and the improvement in a gross motor skill after mental practice.	N061

Gross	The effects of an emphasis on conceptualizing techniques during early learning of a gross motor skill mental-practice.	N102
Group	The effect of movement on the adjustment and coordination of a selected group of first grade children.	N120
	A study in the use of movement education in conjunction with psycho-drama in group psycho-therapy.	N113
Groups	A study in non-verbal communication exploration of visual auditory and kinesthetic responses in three groups, one blind, two deaf, three normal.	N123
Guidance	Youth advice bureau vocational guidance movement assessment.	N014
Guidelines	Guidelines for effective modern dance lecture demonstrations	N068
Guides	Seven guides to creativity. Chart	N041
Halprin	Materials of myths an Ann Halprin workshop.	R035
Head	An experimental study of the effect of head balance on patterns of posture and movement in man.	N066
Hearing	Sensory perception of the motor skilled kinesthesia balance hearing sight touch.	N100
Helping	An exploratory study of the use of creative rhythmic movement experiences in helping aggressive children.	N109
Higher	The role of modern dance in higher education.	N139
Human	The significance of human movement, a phenomenological approach.	N138
	Psychological aspects of human movement and perception.	N134

Human	Substantive elements about human movement. Ratings, generalizations validation.	N074
Human-Motion	Anthropokinetics. Environmental.	N054
Hypokinetic	Hypolinetic disease. Movement deprivation, perception.	N096
Ill	Dance as therapy for the mentally ill. Responses.	N046
Illusion	A new method of studying the rhythmic responses of children together with an evaluation of the method of simple observation. Illusion.	N144
	The phenomenology of dance. Illusion force, movement esthetics.	N101
Importance	Importance of audience participation in dancing.	N135
Improvement	Intelligence and the improvement in a gross motor skill after mental practice.	N061
Individuals	On creativity. Individuals traits.	N001
Influence	The influence of exercise in sports on kinesthetic sensitivity in the joints of the upper limbs.	N058
Inherent	The biology of esthetics. Universality forms inherent.	N007
Instruction	Aesthetic learning through experiences in a correlated program of instruction in art, music and modern dance.	R141
	Effect of verbal instruction on athletic activity.	N057
Instructional	The value of the motion picture as an instructional device in learning a motor skill.	R039

Intelligence	Comparison of motor creativity with verbal creativity motor ability and intelligence.	N071
	Creativity intelligence and achievement in motor skills.	N048
	Intelligence and sensorimotor skill. Unrelated.	N059
	Intelligence and the improvement in a gross motor skill after mental practice.	N061
Interdivisional	The interdivisional program in dance at teachers' college.	N127
Intermediate	An evaluation of dance programs in the intermediate grades.	N110
Investigation	An investigation of auditory and visual perception of rhythm and its relation to skill in selected motor activities.	R067
	Rhythmic responsiveness of normal elementary school children an investigation of the developmental difference in the rhythmic responsiveness of the normal child when a rhythmic stimulus is utilized as contrasted with a musical stimulus spontaneous-rhythm physical-movement film.	N095
Involving	Sensory factors involving control of movements accompanying periodic stimuli. Sound.	N065
Joints	The influence of exercise in sports on kinesthetic sensitivity in the joints of the upper limbs.	N058
Julliard	Better dancing through better body balance posture Julliard Posture Laboratory.	N042
Kindergarten	Effect of a rhythmic and sensory motor activity program on perceptual motor-spatial abilities of kindergarten children.	N103
Kinesiological	The kinesiological analysis of five selected modern dance warm-ups.	N112

Kinesiological	Kinesiological aspects of sport.	N133
Kinesiology	Modern dance and kinesiology. Anatomy.	N049
Kinesthesia	Sensory perception of the motor skilled kinesthesia balance hearing sight touch.	N100
Kinesthesis	Measurement of kinesthesis.	R043
	Kinesthesis in relation to the learning of selected motor skills.	N092
	Study of tests of kinesthesis. Specific. Athletes.	N083
Kinesthetic	Opening doors through dance. Therapy. Kinesthetic.	N029
	Selected kinesthetic and psychological differences between the highly skilled in dance and sports. Balance personality-assessment time-estimation characteristics.	N078
	The role of kinesthetic and visual control in the movements performed by children of secondary school age.	R062
	Dynamic kinesthetic perception and adjustment.	R036
	Relation of kinesthetic perception to a selected motor skill for elementary school children. Unrelated.	N063
	Relation of kinesthetic perception to a selected motor-skill for elementary school children.	N004
	For the victims of our culture the Alexander Technique. Kinesthetic physiology.	N025
	A study in non-verbal communication exploration of visual auditory and kinesthetic responses in three groups, one blind, two deaf, three normal.	N123

Kinesthetic	The influence of exercise in sports on kinesthetic sensitivity in the joints of the upper limbs.	N059
	Prediction of modern dance ability through kinesthetic tests.	R079
Kinesthetic-Rhythm	Effect of a kinesthetic-rhythm activity to music on selected aspects of behavior.	R070
Laboratory	Better dancing through better body balance posture Julliard Posture Laboratory.	N042
Learn	How children learn the motor types of activities.	N136
Learners	Slow learners and rhythm. Body-movement.	N093
Learning	Coordination and motor learning.	N064
	The contributions of activity to skill learning.	N064
	Movement experiences and learning a motor development program for young children. Perception aesthetics experience review.	R147
	Mental practice and physical practice on learning a motor skill.	N044
	The value of the motion picture as an instructional device in learning a motor skill.	R039
	The measurement of capacities for learning dance movement techniques.	R038
	The effects of an emphasis on conceptualizing techniques during early learning of a gross motor skill mental-practice.	N102
	Effect of different lengths of practice on the learning of a motor skill.	N003

Learning	Effect of rhythmic accompaniment upon learning of fundamental motor skills.	N050
	Kinesthesis in relation to the learning of selected motor skills.	N092
	The role of phenomenal experience in motor learning. Physical-execution conditions-of.	N069
	A study of the learning process and movement.	N104
	Effects of stress on motor performance and learning. Shock.	N005
	Aesthetic learning through experiences in a correlated program of instruction in art, music and modern dance.	R141
Lecture	Guidelines for effective modern dance lecture demonstrations.	N068
Lecture-Demonstration	Abstraction of a dance movement lecture-demonstration locomotor source.	N027
Lengths	Effect of different lengths of practice on the learning of a motor skill.	N003
Levels	Theory and techniques for motivating choreographic expression on secondary and college levels.	N130
Life	Motor development and decline throughout life span.	N047
Limbs	The influence of exercise in sports on kinesthetic sensitivity in the joints of the upper limbs.	N058
Locomotor	Development and validation of an objective measure of locomotor response to auditory rhythmic stimuli. Dancers rhythmeter.	N091
	Abstraction of a dance movement. Lecture-demonstration locomotor source.	N027
Looks	A dancer looks at movement.	N122

Majors	Evaluation of movement study for drama and music majors.	N122
Man	An experimental study of the effect of head balance on patterns of posture and movement in man.	N066
Materials	Materials of myths an Ann Halprin Workshop.	R035
	Dance research reference materials with suggestions for future research.	N075
Meaning	Comment movement and meaning development of a general theory.	N090
	Movement and meaning development of a general theory. Somatic-sensory symbolic elements thought.	N089
	The meaning of movement on the contemporary American stage. Abstraction mimesis metaphor symbol.	N073
Means	Non-literal modern dance. Its nature forms and means of communication.	R149
Measure	Development and validation of an objective measure of locomotor response to auditory rhythmic stimuli dancers rhythmeter.	N091
	Development of an objective measure of rhythmic motor response.	N081
Measurement	The measurement of capacities for learning dance movement techniques.	R038
	Measurement of kinesthesis.	R043
	Measurement of modern dance techniques.	N116
Measures	Measures of motor ability before and after participation in a high school dance class.	N106

Measures	A study of the relationship of certain measures of rhythmic ability and motor ability in girls and women.	N053
Medium	Video-tape a medium for the teaching of dance classroom.	N010
Mental	Intelligence and the improvement in a gross motor skill after mental practice.	N061
	Mental practice a review and discussion.	R051
	Mental practice and physical practice on learning a motor skill.	N044
	Functions of mental practice in acquisition of motor skills.	N148
	Effect of mental practice on the development of a certain motor skill.	N017
Mentally	Dance as therapy for the mentally ill. Responses.	N046
Mental-Practice	The effects of an emphasis on conceptualizing techniques during early learning of a gross motor skill. Mental-practice.	N102
Metaphor	The meaning of movement on the contemporary American stage. Abstraction mimesis metaphor symbol	N073
Method	A new method of studying the rhythmic responses of children together with an evaluation of the method of simple observation. Illusion.	N144
Mimesis	The meaning of movement on the contemporary American stage. Abstraction mimesis metaphor symbol.	N073

Modern	A study of the unique contributions of ballroom, folk, modern, and tap dance to the development of certain traits in college women.	N111
	Aesthetic learning through experiences in a correlated program of instruction in art, music and modern dance.	R141
	Prediction of modern dance ability through kinesthetic tests.	R079
	Modern dance and kinesiology. Anatomy	N049
	The role of modern dance in higher education.	N139
	A study of modern dance in relation to communication choreographic structure and elements of composition.	R082
	Non-literal modern dance. Its nature forms and means of communication.	R149
	Guidelines for effective modern dance lecture demonstrations.	N068
	Relationship of modern dance performance to agility balance flexibility power and strength.	N016
	Concepts related to the development of creativity in modern dance. Process product environment person.	N080
	Measurement of modern dance techniques.	N116
	The kinesiological analysis of five selected modern dance warm-ups.	N112
	Measuring the creativity of modern dancers.	N107
Motion	From Ghana the dancers environment. Spacial motion cultural.	N018
	The value of the motion picture as an instructional device in learning a motor skill.	R039

Motion	Viewing oneself performing selected motor skills in motion pictures and its effect upon expressed concept of self in performance.	N006
Motivating	Theory and techniques for motivating choreographic expression on secondary and college levels.	N130
Motor	Relationship between selected postural divergencies and motor ability.	N088
	Motor ability and creativity. Unrelated.	N060
	Comparison of motor creativity with verbal creativity motor ability and intelligence.	N071
	Measures of motor ability before and after participation in a high school dance class.	N106
	A study of the relationship of certain measures of rhythmic ability and motor ability in girls and women.	N053
	An investigation of auditory and visual perception of rhythm and its relation to skill in selected motor activities.	R067
	Relationship of static equilibrium to ability in motor activities.	N087
	Effect of a rhythmic and sensory motor activity program on perceptual motor-spatial abilities of kindergarten children.	N103
	Factorial analysis of motor co-ordination balance tempo two-handed-agility speed coordination body-balance perception.	N084
	Comparison of motor creativity with verbal creativity motor ability and intelligence.	N071

Motor	Motor development and decline throughout life span.	N047
	Movement experiences and learning a motor development program for young children. Perception aesthetics experience review.	R147
	Coordination and motor learning.	N132
	The role of phenomenal experience in motor learning physical-execution conditions-of.	N069
	Effect of attitude toward warm-ups on motor performance.	N085
	Rhythmic perception and gross motor performance.	N125
	Effects of stress on motor performance and learning. Shock.	N005
	Body structure and design factors in the motor performance of college women.	N040
	Development of an objective measure of rhythmic motor response.	N081
	Gross motor rhythm test.	R030
	Effect of different lengths of practice on the learning of a motor skill.	N003
	Effect of mental practice on the development of a certain motor skill.	N017
	Mental practice and physical practice on learning a motor skill.	N044
	The effects of covert rehearsal on the development of a complex motor skill.	N146
	The value of the motion picture as an instructional device in learning a motor skill.	R039
	Intelligence and the improvement in a gross motor skill after mental practice.	N061

Motor	Relation of kinesthetic perception to a selected motor skill for elementary school children. Unrelated.	N063
	The effects of an emphasis on conceptualizing techniques during early learning of a gross motor skill mental-practice.	N102
	Sensory perception of the motor skilled kinesthesia balance hearing sight touch.	N100
	Creativity intelligence and achievement in motor skills.	N048
	Effect of rhythmic accompaniment upon learning of fundamental motor skills.	N050
	Functions of mental practice in acquisition of motor skills.	N148
	Kinesthesis in relation to the learning of selected motor skills.	N092
	Viewing oneself performing selected motor skills in motion pictures and its effect upon expressed concept of self in performance.	N006
	How children learn the motor types of activities.	N136
Motor-Rhythmic	Rhythmic training and its relationship to the synchronization of motor-rhythmic responses. Unrelated.	N076
Motor-Skill	Relation of kinesthetic perception to a selected motor-skill for elementary school children.	N004
Motor-Spatial	Effect of a rhythmic and sensory motor activity program on perceptual motor-spatial abilities of kindergarten children.	N103
Movement	The phenomenology of dance. Review-of movement.	N098

Movement	A dancer looks at movement.	N137
	A study of the learning process and movement.	N104
	Teaching geometry through creative movement.	N099
	The significance of human movement a phenomenological approach.	N138
	Movement and meaning development of a general theory. Somatic-sensory symbolic elements thought.	N089
	Comment movement and meaning development of a general theory.	N090
	Psychological aspects of human movement and perception.	N134
	Experiences in movement art and dance.	N045
	Youth advice bureau vocational guidance, movement assessment.	N014
	Hypokinetic disease. Movement deprivation, perception.	N096
	A study in the use of movement education in conjunction with psychodrama in group psycho-therapy.	N113
	Construction of a film series. Movement education in physical education.	R077
	The phenomenology of dance. Illusion force movement esthetics.	N101
	Movement experiences and learning a motor development program for young children. Perception aesthetics experience review.	R147
	An exploratory study of the use of creative rhythmic movement experiences in helping aggressive children.	N109

Movement	Exploring movement experiences. Non-calethenics.	N055
	An experimental study of the effect of head balance on patterns of posture and movement in man.	N066
	Rhythm and movement in the elementary school.	N131
	Abstraction of a dance movement. Lecture-demonstration locomotor source.	N027
	The development of a test of rhythmic response through movement of first grade children.	N126
	The effect of movement on the adjustment and coordination of a selected group of first grade children.	N120
	The meaning of movement on the contemporary American stage. Abstraction mimesis metaphor symbol.	N073
	Movement portraits. Children characteristics.	N015
	Substantive elements about human movement. Ratings generalizations validation.	N074
	Movement related to social studies.	N105
	New directions in dance and music. Movement sound source.	N028
	Evaluation of movement study for drama and music majors.	N122
	The measurement of capacities for learning dance movement techniques.	R038
	An exploration of the uses of rhythmic movement to develop aesthetic concepts in the primary grades action-study.	R072
	Movement tonality.	N108

Movements	Sensory factors involving control of movements accompanying periodic stimuli sound.	N065
	The role of kinesthetic and visual control in the movements performed by children of secondary school age.	R062
Music	Aesthetic learning through experiences in a correlated program of instruction in art, music and modern dance.	R141
	Evaluation of movement study for drama and music majors.	N122
	New directions in dance and music. movement sound source.	N028
	Effect of a kinesthetic-rhythm activity to music on selected aspects of behavior.	R070
Musical	Rhythmic responsiveness of normal elementary school children an investigation of the developmental difference in the rhythmic responsiveness of the normal child when a rhythmic stimulus is utilized as contrasted with a musical stimulus spontaneous-rhythm physical-movement film.	N095
Myths	Materials of myths an Ann Halprin workshop.	R035
Nature	Non-literal modern dance. Its nature forms and means of communication.	R149
Non-Literal	Non-literal modern dance. Its nature forms and means of communication.	R149
Non-Calethenics	Exploring movement experiences. Non-calethenics.	N055
Non-Performers	Perceptual differences of selected football players, dancers and non-performers to a given stimulus.	N024

Non-Verbal	A study in non-verbal communication exploration of visual auditory and kinesthetic responses in three groups, one blind, two deaf, three normal.	N123
Normal	A study in non-verbal communication exploration of visual auditory and kinesthetic responses in three groups, one blind, two deaf, three normal.	N123
	Rhythmic responsiveness of normal elementary school children an investigation of the developmental difference in the rhythmic responsiveness of the normal child when a rhythmic stimulus is utilized as contrasted with a musical stimulus. Spontaneous-rhythm physical-movement film.	N095
	Rhythmic responsiveness of normal elementary school children an investigation of the developmental difference in the rhythmic responsiveness of the normal child when a rhythmic stimulus is utilized as contrasted with a musical stimulus. Spontaneous-rhythm physical-movement film.	N095
Objective	Development and validation of an objective measure of locomotor response to auditory rhythmic stimuli. Dancers rhythmeter.	N091
	Development of an objective measure of rhythmic motor response.	N081
Observation	A new method of studying the rhythmic responses of children together with an evaluation of the method of simple observation. Illusion.	N144
Oneself	Viewing oneself performing selected motor skills in motion pictures and its effect upon expressed concept of self in performance.	N006
Opening	Opening doors through dance. Therapy kinesthetic.	N029

Participation	Measures of motor ability before and after participation in a high school dance class.	N106
	Importance of audience participation in dancing.	N135
Past	A study of reliability of a rhythm test and the relationship of past rhythmic experience to present rhythmic ability.	N115
Patterns	An experimental study of the effect of head balance on patterns of posture and movement in man.	N066
Perception	Factorial analysis of motor co-ordination balance tempo two-handed-agility speed coordination body-balance perception.	N084
Perception	Hypokinetic desease. Movement deprivation, perception.	N096
	Basic dance and sensory perception.	R032
	Psychological aspects of human movement and perception.	N134
	Movement experiences and learning a motor development program for young children. Perception aesthetics experience review.	R147
	Dynamic kinesthetic perception and adjustment.	R036
	Rhythmic perception and gross motor performance.	N125
	An investigation of auditory and visual perception of rhythm and its relation to skill in selected motor activities.	R067
	Sensory perception of the motor skilled kinesthesia balance hearing, sight, touch.	N100

Perception	Relation of kinesthetic perception to a selected motor skill for elementary school children. Unrelated.	N063
	Relation of kinesthetic perception to a selected motor-skill for elementary school children.	N004
Perceptual	Perceptual differences of selected football players, dancers and non-performers to a given stimulus.	N024
	Effect of a rhythmic and sensory motor activity program on perceptual motor-spatial abilities of kindergarten children.	N103
Performance	Effect of attitude toward warm-ups on motor performance.	N085
	Rhythmic perception and gross motor performance.	N125
	Viewing oneself performing selected motor skills in motion pictures and its effect upon expressed concept of self in performance.	N006
	Effects of stress on motor performance and learning. Shock.	N005
	Body structure and design factors in the motor performance of college women.	N040
	Relationship of modern dance performance to agility balance flexibility power and strength.	N016
Performed	The role of kinesthetic and visual control in the movements performed by children of secondary school age.	R062
Performing	Viewing oneself performing selected motor skills in motion pictures and its effect upon expressed concept of self in performance.	N006
Periodic	Sensory factors involving control of movements accompanying periodic stimuli sound.	N065

Personality-Assessment	Selected kinesthetic and psychological differences between the highly skilled in dance and sports. Balance personality-assessment time-estimation characteristics.	N078
Phenomenal	The role of phenomenal experience in motor learning. Physical-execution conditions-of.	N069
Phenomenological	The significance of human movement a phenomenological approach.	N138
Phenomenology	The phenomenology of dance. Illusion force, movement esthetics.	N101
	The phenomenology of dance. Review-of movement.	N098
Physical	Construction of a film series. Movement education in physical education.	R077
	Esthetic education through physical education.	N129
	Mental practice and physical practice on learning a motor skill.	N044
Physical-Execution	The role of phenomenal experience in motor learning. Physical-execution conditions-of.	N069
Physical-Movement	Rhythmic responsiveness of normal elementary school children an investigation of the developmental difference in the rhythmic responsiveness of the normal child when a rhythmic stimulus is utilized as contrasted with a musical stimulus. Spontaneous-rhythm physical-movement film.	N095
Physiology	For the victims of our culture the Alexander Technique. Kinesthetic physiology.	N025
Picture	The value of the motion picture as an instructional device in learning a motor skill.	R039

Pictures	Viewing oneself performing selected motor skills in motion pictures and its effect upon expressed concept of self in performance.	N006
Place	The place of dance rituals from primitive times to the present.	N114
	A place to begin. Therapy.	N021
Players	Perceptual differences of selected football players, dancers and non-performers to a given stimulus.	N024
Portraits	Movement portraits. Children characteristics.	N015
Postural	Relationship between selected postural divergencies and motor ability.	N088
Posture	The dancers posture.	N011
	An experimental study of the effect of head balance on patterns of posture and movement in man.	N066
	Better dancing through better body balance posture Julliard Posture Laboratory.	N042
Power	Relationship of modern dance performance to agility balance flexibility power and strength.	N016
Practice	Intelligence and the improvement in a gross motor skill after mental practice.	N061
	Mental practice a review and discussion.	R051
	Mental practice and physical practice on learning a motor skill.	N044
	Functions of mental practice in acquisition of motor skills.	N148

Practice	Mental practice and physical practice on learning a motor skill.	N044
	Effect of mental practice on the development of a certain motor skill.	N017
	Effect of different lengths of practice on the learning of a motor skill	N003
Prediction	Prediction of modern dance ability through kinesthetic tests.	R079
Pre-School	Rhythm tests for the pre-school child	N118
Primary	An exploration of the uses of rhythmic movement to develop aesthetic concepts in the primary grades, action-study.	R072
Primitive	The place of dance rituals from primitive times to the present.	N114
Principles	Principles for the establishment and conduct of programs of dance for senior high school girls.	N086
Prison	A study of the effects of dance experience of women prisoners at Texas Women's Prison.	N119
Prisoners	A study of the effects of dance experience of women prisoners at Texas Women's Prison.	N119
Process	A study of the learning process and movement.	N104
	Concepts related to the development of creativity in modern dance. Process, product, environment, person.	N080
Product	Concepts related to the development of creativity in modern dance. Process, product, environment, person.	N080
Program	Movement experiences and learning a motor development program for young children. Perception aesthetics experience review.	R147

Program	The interdivisional program in dance at teachers college.	N127
	Aesthetic learning through experiences in a correlated program of instruction in art, music and modern dance.	R141
	Effect of a rhythmic and sensory motor activity program on perceptual motor-spatial abilities of kindergarten children.	N103
	Children consider the dance program. Responses.	N142
Programs	An evaluation of dance programs in the intermediate grades.	N110
	Principles for the establishment and conduct of programs of dance for senior high school girls.	N086
Psychological	Psychological aspects of human movement and perception.	N134
	Selected kinesthetic and psychological differences between the highly skilled in dance and sports. Balance personality-assessment time-estimation characteristics.	N078
Psycho-Drama	A study in the use of movement education in conjunction with psycho-drama in group psycho-therapy.	N113
Psycho-Therapy	A study in the use of movement education in conjunction with psycho-drama in group psycho-therapy.	N113
Ratings	Substantive elements about human movement. Ratings generalizations validation.	N074
Recent	Recent studies in dance. Theses.	N031
Reference	Dance research reference materials with suggestions for future research.	N075

Regulated	Effect of two regulated changes of tempo upon emotional connotations in dance. Film.	R052
Rehearsal	The effects of covert rehearsal on the development of a complex motor skill.	N146
Related	Research related to dance as a discipline.	N034
	Movement related to social studies.	N105
	Concepts related to the development of creativity in modern dance. Process product environment person.	N080
Relation	Relation of kinesthetic perception to a selected motor skill for elementary school children. Unrelated.	N063
	Relation of kinesthetic perception to a selected motor-skill for elementary school children.	N004
	A study of modern dance in relation to communication choreographic structure and elements of composition.	R082
	An investigation of auditory and visual perception of rhythm and its relation to skill in selected motor activities.	R067
	Kinesthesis in relation to the learning of selected motor skills.	N092
Relationship	Relationship between audio-perceptual rhythm and skill in square dancing.	N002
	Relationship between selected postural divergencies and motor ability.	N088
	A study of the relationship of certain measures of rhythmic ability and motor ability in girls and women.	N053
	Relationship of modern dance performance to agility balance flexibility power and strength.	N016

Relationship	A study of reliability of a rhythm test and the relationship of past rhythmic experience to present rhythmic ability.	N115
	Relationship of static equilibrium to ability in motor activities.	N087
	Rhythmic training and its relationship to the synchronization of motor-rhythmic responses. Unrelated.	N076
Reliability	A study of reliability of a rhythm test and the relationship of past rhythmic experience to present rhythmic ability.	N115
Research	Dance research reference materials with suggestions for future research.	N075
	Action research in rhythmic testing.	N008
	Dance research reference materials with suggestions for future research.	N075
	Research related to dance as a discipline.	N034
Response	Development of an objective measure of rhythmic motor response.	N081
	The development of a test of rhythmic response through movement of first grade children.	N126
	Development and validation of an objective measure of locomotor response to auditory rhythmic stimuli dancers rhythmeter.	N091
Responses	Children consider the dance program. Responses.	N142
	Dance as therapy for the mentally ill. Responses.	N046
	A study in non-verbal communication exploration of visual auditory and kinesthetic responses in three groups, one blind, two deaf, three normal.	N123

Responses	A new method of studying the rhythmic responses of children together with an evaluation of the method of simple observation. Illusion.	N144
	Rhythmic training and its relationship to the synchronization of motor-rhythmic responses. Unrelated.	N076
Responsiveness	Rhythmic responsiveness of normal elementary school children an investigation of the developmental difference in the rhythmic responsiveness of the normal child when a rhythmic stimulus is utilized as contrasted with a musical stimulus. Spontaneous-rhythm physical-movement film.	N095
	Rhythmic responsiveness of normal elementary school children an investigation of the developmental difference in the rhythmic responsiveness of the normal child when a rhythmic stimulus is utilized as contrasted with a musical stimulus, spontaneous-rhythm physical-movement film.	N095
Review	Movement experiences and learning a motor development program for young children. Perception aesthetics experience review.	R147
	Mental practice a review and discussion.	R051
Review-of	The phenomenology of dance. Review-of movement.	N098
Rhythm	An investigation of auditory and visual perception of rhythm and its relation to skill in selected motor activities.	R067
	Rhythm and movement in the elementary school.	N131
	Relationship between audio-perceptual rhythm and skill in square dancing.	N002

Rhythm	Slow learners and rhythm. Body-Movement.	N093
	Gross motor rhythm test.	R030
	A study of reliability of a rhythm test and the relationship of past rhythmic experience to present rhythmic ability.	N115
	Rhythm tests for the pre-school child.	N118
Rhythmeter	Development and validation of an objective measure of locomotor response to auditory rhythmic stimuli. Dancers rhythmeter.	N091
Rhythmic	A study of the development of rhythmic abilities in first grade children.	N117
	A study of reliability of a rhythm test and the relationship of past rhythmic experience to present rhythmic ability.	N115
	A study of the relationship of certain measures of rhythmic ability and motor ability in girls and women.	N053
	Effect of rhythmic accompaniment upon learning of fundamental motor skills.	N050
	Effect of a rhythmic and sensory motor activity program on perceptual motor-spatial abilities of kindergarten children.	N103
	A study of reliability of a rhythm test and the relationship of past rhythmic experience to present rhythmic ability.	N115
	Development of an objective measure of rhythmic motor response.	N081
	An exploratory study of the use of creative rhythmic movement experiences in helping aggressive children.	N109

Rhythmic	An exploration of the uses of rhythmic movement to develop aesthetic concepts in the primary grades. Action-study.	R072
	Rhythmic perception and gross motor performance.	N125
	The development of a test of rhythmic response through movement of first grade children.	N126
	A new method of studying the rhythmic responses of children together with an evaluation of the method of simple observation. Illusion.	N144
	Rhythmic responsiveness of normal elementary school children an investigation of the developmental difference in the rhythmic responsiveness of the normal child when a rhythmic stimulus is utilized as contrasted with a musical stimulus. Spontaneous-rhythm physical-movement film.	N095
	Rhythmic responsiveness of normal elementary school children an investigation of the developmental difference in the rhythmic responsiveness of the normal child when a rhythmic stimulus is utilized as contrasted with a musical stimulus. Spontaneous-rhythm physical-movement film.	N095
	Development and validation of an objective measure of locomotor response to auditory rhythmic stimuli. Dancers rhythmeter.	N091
	Rhythmic responsiveness of normal elementary school children an investigation of the developmental difference in the rhythmic responsiveness of the normal child when a rhythmic stimulus is utilized as contrasted with a musical stimulus. Spontaneous-rhythm physical-movement film.	N095

Rhythmic	Action research in rhythmic testing.	N008
	Rhythmic training and its relationship to the synchronization of motor-rhythmic responses. Unrelated.	N076
Rituals	The place of dance rituals from primitive times to the present.	N114
Role	The role of kinesthetic and visual control in the movements performed by children of secondary school age.	R062
	The role of modern dance in higher education.	N139
	The role of phenomenal experience in motor learning. Physical-execution conditions-of.	N069
	The role of the computer. Choreography.	N020
School	Rhythm and movement in the elementary school.	N131
	The role of kinesthetic and visual control in the movements performed by children of secondary school age.	R062
	Relation of kinesthetic perception to a selected motor-skill for elementary school children.	N004
	Rhythmic responsiveness of normal elementary school children an investigation of the developmental difference in the rhythmic responsiveness of the normal child when a rhythmic stimulus is utilized as contrasted with a musical stimulus. Spontaneous-rhythm physical-movement film.	N095
	Relation of kinesthetic perception to a selected motor skill for elementary school children. Unrelated.	N063

School	Measures of motor ability before and after participation in a high school dance class.	N106
	Principles for the establishment and conduct of programs of dance for senior high school girls.	N086
Schools	All the schools a stage.	N145
	Commentary on creative dance in elementary schools with filmed anecdotes.	N124
Secondary	Theory and techniques for motivating choreographic expression on secondary and college levels.	N130
	The role of kinesthetic and visual control in the movements performed by children of secondary school age.	R062
Selected	Effect of a kinesthetic-rhythm activity to music on selected aspects of behavior.	R070
	Perceptual differences of selected football players, dancers and non-performers to a given stimulus.	N024
	The effect of movement on the adjustment and coordination of a selected group of first grade children.	N120
	Selected kinesthetic and psychological differences between the highly skilled in dance and sports. Balance personality-assessment time-estimation characteristics.	N078
	The kinesiological analysis of five selected modern dance warm-ups.	N112
	An investigation of auditory and visual perception of rhythm and its relation to skill in selected motor activities.	R067
	Relation of kinesthetic perception to a selected motor skill for elementary school children. Unrelated.	N063

Selected	Kinesthesis in relation to the learning of selected motor skills.	N092
	Viewing oneself performing selected motor skills in motion pictures and its effect upon expressed concept of self in performance.	N006
	Relation of kinesthetic perception to a selected motor-skill for elementary school children.	N004
	Relationship between selected postural divergencies and motor ability.	N088
Self	Viewing oneself performing selected motor skills in motion pictures and its effect upon expressed concept of self in performance.	N006
Self-Evaluation	Self-evaluation one approach. Uniqueness. Capabilities.	N094
Senior	Principles for the establishment and conduct of programs of dance for senior high school girls.	N086
Sensitivity	The influence of exercise in sports on kinesthetic sensitivity in the joints of the upper limbs.	N058
Sensorimotor	Intelligence and sensorimotor skill. Unrelated.	N059
Sensory	Sensory factors involving control of movements accompanying periodic stimuli. Sound	N065
	Effect of a rhythmic and sersory motor activity program on perceptual motor-spatial abilities of kindergarten children.	N103
	Basic dance and sensory perception.	R032
	Sensory perception of the motor skilled kinesthesia balance hearing, sight, touch.	N100

Series	Construction of a film series. Movement education in physical education.	R077
Seven	Seven guides to creativity. Chart.	N041
Shock	Effects of stress on motor performance and learning. Shock.	N005
Sight	Sensory perception of the motor skilled kinesthesia balance hearing, sight, touch.	N100
Significance	The significance of human movement, a phenomenological approach.	N138
Simple	A new method of studying the rhythmic responses of children together with an evaluation of the method of simple observation. Illusion.	N144
Simplified	A simplified technique for teaching body alignment in standing its application and evaluation.	N128
Skill	Effect of different lengths of practice on the learning of a motor skill.	N003
	Effect of mental practice on the development of a certain motor skill.	N017
	Mental practice and physical practice on learning a motor skill.	N044
	The effects of covert rehearsal on the development of a complex motor skill.	N146
	The value of the motion picture as an instructional device in learning a motor skill.	R039
	Intelligence and the improvement in a gross motor skill after mental practice.	N061

Skill	Relation of kinesthetic perception to a selected motor skill for elementary school children. Unrelated.	N063
	An investigation of auditory and visual perception of rhythm and its relation to skill in selected motor activities.	R067
	Relationship between audio-perceptual rhythm and skill in square dancing.	N002
	The contributions of activity to skill learning.	N064
	The effects of an emphasis on conceptualizing techniques during early learning of a gross motor skill. Mental-practice.	N102
	Intelligence and sensorimotor skill. Unrelated.	N059
Skilled	Selected kinesthetic and psychological differences between the highly skilled in dance and sports. Balance personality-assessment time-estimation, characteristics.	N078
	Sensory perception of the motor skilled kinesthesia balance hearing sight touch.	N100
Skills	Creativity intelligence and achievement in motor skills.	N048
	Effect of rhythmic accompaniment upon learning of fundamental motor skills.	N050
	Functions of mental practice in acquisition of motor skills.	N148
	Kinesthesis in relation to the learning of selected motor skills.	N092

Skills	Viewing oneself performing selected motor skills in motion pictures and its effect upon expressed concept of self in performance.	N006
Slow	Slow learners and rhythm. Body-movement.	N093
Social	Movement related to social studies.	N105
Somatic-Sensory	Movement and meaning development of a general theory. Somatic-sensory symbolic elements thought.	N089
Sound	Sensory factors involving control of movements accompanying periodic stimuli sound.	N065
	New directions in dance and music. Movement sound, source.	N028
Source	Abstraction of a dance movement. Lecture-demonstration locomotor source.	N027
	New directions in dance and music. Movement sound, source.	N028
Spacial	From Ghana the dancer's environment. Spacial motion cultural.	N018
Span	Motor development and decline throughout life span.	N047
Specific	Study of tests of kinesthesis. Specific athletes.	N083
Speed	Factorial analysis of motor co-ordination. Balance tempo two-handed-agility speed co-ordination body-balance perception.	N084
Spontaneous-Rhythm	Rhythmic responsiveness of normal elementary school children an investigation of the developmental difference in the rhythmic responsiveness of the normal child when a rhythmic stimulus is utilized as contrasted with a musical stimulus spontaneous-rhythm physical-movement film.	N095

Sport	Kinesiological aspects of sport.	N133
Sports	Selected kinesthetic and psychological differences between the highly skilled in dance and sports. Balance personality-assessment time-estimation characteristics.	N078
	The influence of exercise in sports on kinesthetic sensitivity in the joints of the upper limbs.	N058
Square	Relationship between audio-perceptual rhythm and skill in square dancing.	N002
Stage	The meaning of movement on the contemporary American stage. Abstraction mimesis metaphor symbol.	N073
	Appeas theory of acting eurhythmics for the stage. Dalcroze.	N097
Standing	A simplified technique for teaching body alignment in standing its application and evaluation.	N128
Static	Relationship of static equilibrium to ability in motor activities.	N087
Stimuli	Development and validation of an objective measure of locomotor response to adultory rhythmic stimuli dancers rhythmeter.	N091
	Sensory factors involving control of movements accompanying periodic stimuli sound.	N065
Stimulus	Perceptual differences of selected football players, dancers, and nonperformers to a given stimulus.	N024
	Rhythmic responsiveness of normal elementary school children an investigation of the developmental difference in the rhythmic responsiveness of the normal child when a rhythmic stimulus is utilized as contrasted with a musical stimulus. Spontaneous-rhythm physical-movement film.	N095

Stimulus	Rhythmic responsiveness of normal elementary school children an investigation of the developmental difference in the rhythmic responsiveness of the normal child when a rhythmic stimulus is utilized as contrasted with a musical stimulus. Spontaneous-rhythm physical-movement film.	N095
Strength	Relationship of modern dance performance to agility balance flexibility power and strength.	N016
Stress	Effects of stress on motor performance and learning. Shock.	N005
Structure	Body structure and design factors in the motor performance of college women.	N040
	A Study of modern dance in relation to communication choreographic structure and elements of composition.	R082
Studies	Movement related to social studies.	N105
	Recent studies in dance. Theses.	N031
Study	Evaluation of movement study for drama and music majors.	N122
	A study in non-verbal communication exploration of visual auditory and kinesthetic responses in three groups, one blind, two deaf, three normal.	N123
	A study in the use of movement education in conjunction with psycho-drama in group psychotherapy.	N113
	A study of modern dance in relation to communication choreographic structure and elements of composition.	R082

Study	A study of reliability of a rhythm test and the relationship of past rhythmic experience to present rhythmic ability.	N115
	Study of tests of kinesthesis. Specific athletes.	N083
	A study of the development of rhythmic abilities in first grade children.	N117
	An experimental study of the effect of head balance on patterns of posture and movement in man.	N066
	A study of the effects of dance experience of women prisoners at Texas Women's Prison.	N119
	A study of the learning process and movement.	N104
	A study of the relationship of certain measures of rhythmic ability and motor ability in girls and women.	N053
	A study of the unique contributions of ballroom, folk, modern, and tap dance to the development of certain traits in college women.	N111
	An exploratory study of the use of creative rhythmic movement experiences in helping aggressive children.	N109
Studying	A new method of studying the rhythmic responses of children together with an evaluation of the method of simple observation. Illusion.	N144
Substantive	Substantive elements about human movement. Ratings generalizations validation.	N074

Suggestions	Dance research reference materials with suggestions for future research.	N075
Symbol	The meaning of movement on the contemporary American stage. Abstraction mimesis metaphor symbol.	N073
Symbolic	Movement and meaning development of a general theory. Somatic-sensory symbolic elements thought.	N089
Synchronization	Rhythmic training and its relationship to the synchronization of motor-rhythmic responses. Unrelated.	N076
Tap	A study of the unique contributions of ballroom, folk, modern, and tap dance to the development of certain traits in college women.	N111
Taxonomy	Verbal aspects of dance. Taxonomy.	N026
Teachers	The interdivisional program in dance at teachers' college.	N127
Teaching	A simplified technique for teaching body alignment in standing its application and evaluation.	N128
	Television a tool for teaching dance.	N022
	Teaching dance as a career.	N121
	Teaching geometry through creative movement.	N099
	Video-tape a medium for the teaching of dance classroom.	N010
Technique	A simplified technique for teaching body alignment in standing its application and evaluation.	N128
	For the victims of our culture the Alexander Technique. Kinesthetic physiology.	N025

Techniques	Measurement of modern dance techniques.	N116
	The measurement of capacities for learning dance movement techniques.	R038
	The effects of an emphasis on conceptualizing techniques during early learning of a gross motor skill. Mental-practice.	N102
	Theory and techniques for motivating choreographic expression on secondary and college levels.	N130
Television	Television a tool for teaching dance.	N022
Tempo	Factorial analysis of motor co-ordination balance tempo two-handed-agility speed co-ordination body-balance perception.	N084
	Effect of two regulated changes of tempo upon emotional connotations in dance, film.	R052
Test	Gross motor rhythm test.	R030
	A study of reliability of a rhythm test and the relationship of past rhythmic experience to present rhythmic ability.	N115
	The development of a test of rhythmic response through movement of first grade children.	N126
Testing	Action research in rhythmic testing.	N008
Tests	Prediction of modern dance ability through kinesthetic tests.	R079
	Rhythm tests for the pre-school child.	N118
	Study of tests of kinesthesis. Specific athletes.	N083

Texas	A study of the effects of dance experience of women prisoners at Texas Women's Prison.	N110
Theory	Comment movement and meaning development of a general theory.	N090
	Theory and techniques for motivating choreographic expression on secondary and college levels.	N130
	Appias theory of acting eurhythmics for the stage. Dalcroze.	N097
	Movement and meaning development of a general theory somatic-sensory symbolic elements thought.	N089
Therapy	A place to begin. Therapy.	N021
	Dance as therapy for the mentally ill. Responses.	N046
	Opening doors through dance. Therapy kinesthetic.	N029
Theses	Recent studies in dance. Theses.	N031
Thought	Movement and meaning development of a general theory somatic-sensory symbolic elements thought.	N089
Three	A study in non-verbal communication exploration of visual auditory and kinesthetic responses in three groups, one blind, two deaf, three normal.	N123
	A study in non-verbal communication exploration of visual auditory and kinesthetic responses in three groups, one blind, two deaf, three normal.	N123
Times	The place of dance rituals from primitive times to the present.	N114
Time-Estimation	Selected kinesthetic and psychological differences between the highly skilled in dance and sports. Balance personality-assessment time-estimation characteristics.	N078

Together	A new method of studying the rhythmic responses of children together with an evaluation of the method of simple observation. Illusion.	N144
Tonality	Movement tonality.	N108
Tool	Television a tool for teaching dance.	N022
Touch	Sensory perception of the motor skilled kinesthesia balance hearing sight touch.	N100
Training	Rhythmic training and its relationship to the synchronization of motor rhythmic responses. Unrelated.	N076
Traits	On creativity. Individuals traits.	N001
	A study of the unique contributions of ballroom, folk, modern, and tap dance to the development of certain traits in college women.	N111
Two-Handed-Agility	Factorial analysis of motor co-ordination balance tempo two-handed-agility speed co-ordination body-balance perception.	N084
Types	How children learn the motor types of activities.	N136
Unique	A study of the unique contributions of ballroom, folk, modern, and tap dance to the development of certain traits in college women.	N111
Uniqueness	Self-evaluation one approach. Uniqueness. Capabilities.	N094
Universality	The biology of esthetics. Universality forms inherent.	N007
Unrelated	Intelligence and sensorimotor skill. Unrelated.	N059

Unrelated	Motor ability and creativity. Unrelated.	N060
	Relation of kinesthetic perception to a selected motor skill for elementary school children. Unrelated.	N063
	Rhythmic training and its relationship to the synchronization of motor-rhythmic responses. Unrelated.	N076
Upper	The influence of exercise in sports on kinesthetic sensitivity in the joints of the upper limbs.	N058
Use	An exploratory study of the use of creative rhythmic movement experiences in helping aggressive children.	N109
	A study in the use of movement education in conjunction with psycho-drama in group psycho-drama in group psycho-therapy.	N113
Uses	An exploration of the uses of rhythmic movement to develop aesthetic concepts in the primary grades. Action-study.	R072
Utilized	Rhythmic responsiveness of normal elementary school children an investigation of the developmental difference in the rhythmic responsiveness of the normal child when a rhythmic stimulus is utilized as contrasted with a musical stimulus spontaneous-rhythm physical-movement film.	N095
Validation	Substantive elements about human movement. Ratings generalizations validation.	N074

Validation	Development and validation of an objective measure of locomotor response to auditory rhythmic stimuli. Dancers rhythmeter.	N091
Value	The value of the motion picture as an instructional device in learning a motor skill.	R039
Verbal	Verbal aspects of dance. Taxonomy.	N026
	Comparison of motor creativity with verbal creativity motor ability and intelligence.	N071
	Effect of verbal instruction on athletic activity.	N057
Victims	For the victims of our culture the Alexander Technique. Kinesthetic physiology.	N025
Video-Tape	Video-tape a medium for the teaching of dance classroom.	N010
Viewing	Viewing oneself performing selected motor skills in motion pictures and its effect upon expressed concept of self in performance.	N006
Visual	A study in non-verbal communication exploration of visual auditory and kinesthetic responses in three groups, one blind, two deaf, three normal.	N123
	The role of kinesthetic and visual control in the movements performed by children of secondary school age.	R062
	An investigation of auditory and visual perception of rhythm and its relation to skill in selected motor activities.	R067
Vocational	Youth advice bureau vocational guidance movement assessment.	N014

Warm-Ups	The kinesiological analysis of five selected modern dance warm-ups.	N112
	Effect of attitude toward warm-ups on motor performance	N085
Women	A study of the effects of dance experience of women prisoners at Texas Women's Prison.	N119
	A study of the relationship of certain measures of rhythmic ability and motor ability in girls and women.	N053
	A study of the unique contributions of ballroom, folk, modern, and tap dance to the development of certain traits in college women.	N111
	Body structure and design factors in the motor performance of college women.	N040
	A study of the effects of dance experience of women prisoners at Texas Women's Prison.	N119
Workshop	Materials of myths an Ann Halprin workshop.	R035
Young	Movement experiences and learning a motor development program for young children. Perception aesthetics experience review.	R147
Youth	Youth advice bureau. Vocational guidance. Movement assessment.	N014

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N002 Relationship Between Audio-Perceptual Rhythm and Skill in Square Dancing
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N019 African Dance As Education
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N021 A Place To Begin
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N024 Perceptual Differences of Selected Football Players
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N026 Verbal Aspects of Dance
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N027 Abstraction Of A Dance Movement
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N028 New Directions in Dance and Music
Mettler, B.
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N029 Opening Doors Through Dance
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N030 Gross Motor Rhythm Test
Ashton, D.
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Purpose To find a gross motor rhythm test to cut across folk, square, and modern dance. That is, to find elements of movement which appear in all three in which the whole body is in action under conditions similar to teaching situation.

Method Revised previous test to make it more useable.

Results A three-section test of a series of movement/rhythm problems utilizing student initiated movement judged on a 0-4 rating scale evaluating response to beat, correct rhythm pattern, ability to maintain and vary movement, ability to change direction, and style of movement. The test was found useable across all three fields and the sum of the judges ratings a fair evaluation.

N031 Recent Studies in Dance
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R032 Basic Dance and Sensory Perception
Nikolais, A.
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Purpose Discussion of nature of sensory perception in dance.

Method

Results A coordinate act of the senses - sense of dance, sense of motion. Kinesthetic sense is the major sense for dance, but sense of motion is more significant.

R033 Organizatsiya Posledovatel Nosti Deistvii u Cheloveka
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N034 Research Related to Dance As a Discipline
Focus on dance IV Dance as a Discipline. Ed. Nancy W. Smith.
American Association for Health, Physical Education and Recreation, Washington, D. C., PP. 82-93.

1. Concepts related to the development of creativity in modern dance - Araminta Little
2. An experimental investigation of the phenomenology of kinesthetic perception in its relation to certain measures of movement capacity - Vicki Hubbard
3. Dance-Drama and ritual in primitive societies - Jean Morrison
4. A study of the influences of a creative arts laboratory on selected personality characteristics of college students.

R035 Materials of Myths An Ann Halprin Workshop
Anderson, J.
Dance Magazine. Vol. XLII, No. 4, April, 1968, PP. 58-9.

Purpose Series of experiments designed to involve the audience in basic, almost archetypal, human experiences. Method Workshop devised environments each centered on single theme. Created settings and appropriate movement situations for audience to live through. Results Halprin believes myths possessed artistic and philosophical value as a product of a theatre where everything is experienced as if for the first time.

R036 Dynamic Kinesthetic Perception and Adjustment
Henry, F. M.
Research Quarterly. 240176-87. May, 1953.

Purpose To test hypothesis that accurate kinesthetic judgment is possible in absense of perceptual discrimination, especially kinesthesia as related to over-all integrated bodily response rather than adjustment of small muscle group. Method Blindfolded subject responds to pressure on moveable handhold. 19 keep handhold still by adding or reducing pressure, 29 keep pressure constant by moving arm, 39 signal when perceive pressure change. Results This test is dynamic, measuring accuracy of a response to changing situation. Quite different from tests previously used that measure degree of retention of kinesthetic image plus the accuracy of response to that image. High correlation 2, 3, lower on 1, 3, probably represents reflex response to applied pressure changes.

N037 O Kachestve Differentsirovaniya Chelovekom Vremennykh Kharakteristik Tsiklicheskikh Dvizhenii
On the Quality of Human Differentiation of the Temporal Characteristics of Cyclic Movements
Ivanov, N. Y.
Zhurnal Vysshei Nervnoi Deyatelnosti. 1966, 16, 5, 927-8.

R038 The Measurement of Capacities for Learning Dance Movement Techniques
Benton, R.
Research Quarterly. 150138-40. 1944.

Purpose To determine a method for measurement of capacities for learning dance movement techniques.

Method Compare results on testing by already existing methods of motor educability, strength relative to weight, static and dynamic balance, sensory rhythm, motor rhythm, and agility with rating of dance skill by judges.

Results

1. Capacities for learning skill in dance movement techniques after instruction may be measured with fair accuracy by appropriate tests readily available.
2. Dance is not dependent on one element but a combination of several. Low correlation indicates the independence of the qualities which these tests attempt to measure.If dancer lacks any, she wouldn't be a good dancer. Therefore, no single test, but a combination, shows high relationship with rating of dance skill.

R039 The Value of The Motion Picture as an Instructional Device in Learning A Motor Skill

Lockhart, A.

Research Quarterly 150181-87, 1944.

Purpose To determine value of motion picture as educational device. Especially where understanding of motion and time is essential.

Method Compare experimental group exposed to film instruction with non-exposed control group for rate of improvement.

Results

1. Rate of improvement with movie is more consistent. Non-movie group hits plateaus.
2. Movie is most helpful after short practice period, after possibilities for improvement decreased. This is when the movie experience made a real difference between the two groups.

N040 Body Structure and Design Factors In The Motor Performance of College Women

Thorsen, M. A.

American Association for Health, Physical Education and Recreation Research Quarterly. 35 PT. 20418-32, October,1964.

N041 Seven Guides to Creativity

Torrance, P. E.

Journal of Health, Physical Education and Recreation. 36026-7 8 April, 1965.

N042 Better Dancing Through Better Body Balance
Sweigard, L. E.
Journal of Health, Physical Education, Recreation
36022-3, May, 1965.

R043 Measurement of Kinesthesis
Scott, M. G.
Research Quarterly. 260324-41, October, 1955.

Purpose To establish tests for measurement of kinesthesis.
Method Tests of college women measures of kinesthesis and a couple of motor ability.
Results Analysis of the quality and interrelationship of tests. Most tests adequate in reliability. No single test sufficiently highly related to criteria employed to be used alone as a measure of kinesthesis, though several combinations gave fair validity. Because of this fact and because of the very low number of significant intercorrelations, it was concluded that kinesthesis is composed of a series of specific functions.

N044 Mental Practice and Physical Practice on Learning a Motor Skill
Twinning, W. E.
Research Quarterly. 200432-35, December, 1949.

N045 Experiences in Movement, Art and Dance
Lindquist, J.
School Arts. 57017-18, May, 1958

N046 Dance As Therapy For The Mentally Ill
Rosen, E. R.
Teachers College Record. 550215-22, January, 1954.

N047 Motor Development and Decline
Bayley, N., and Espenschade, A. S.
Review of Educational Research Throughout Life Span

N048 Creativity Intelligence and Achievement In Motor Skills
Gaier, E. L.
Theory Into Practice. 50190-3, October, 1966.

N049 Modern Dance and Kinesiology
Glassow, R. B.
Journal of Health, Physical Education, Recreation,
37065, January, 1966.

N050 Effect of Rhythmic Accompaniment Upon Learning of Fundamental Motor Skills
Beisman, G. L.
Research Quarterly. 1967, 38, 2, 172-176.

R051 Mental Practice a Review and Discussion
Richardson, A.
American Association of Health, Physical Education and Recreation Research Quarterly.38095-107, March, 1967.

Purpose Review experimental literature on the relation of mental practice to performance and to individual differences in the amount of gain.
Results Primary interest in the process of mental practice has focused on its general value in facilitating the initial acquisition of a perceptual motor skill, in aiding the continued retention of such a skill, or in improving the immediate performance of a skill. These studies conclude that:

1. Mental practice MP is associated with improved performance.
2. MP can lead to bilateral transfer effects.
3. Degree of familiarity with the physical performance of a task is related to efficiency of MP relative to physical practice PP.
4. Alternation of MP and PP during acquisition will be as good or better than PP alone.
5. Indication of optimum five minutes of MP at one time.

In summarizing individual difference studies, only games ability and one of the two studies on motor ability, imagining ability, and the capacity for selective attention show a significant relation to the amount of gain from MP.

R052 Effect of Two Regulated Changes of Tempo Upon Emotional Connotations in Dance
Hays, J. C.
American Association for Health, Physical Education and Recreation Research Quarterly. 380389-97, October, 1967

Purpose To examine the effect of two regulated changes of tempo upon emotional connotations in dance.
Method Films of a short dance study, performed and shown at three different tempos, to a control and an experimental group in order to determine emotional responses to the movement study at varied speeds, were analyzed to

ascertain actual changes in the movement.
Results Tended to enforce the concept that the effect of a change of tempo upon specific motion events was apparent in the actual performance of the motion events and upon the emotional connotation which these motion events might attempt to communicate. A single stimulus evoked similar associations, but the conformity of responses was dependent upon the individuals perceptive and empathic abilities. Variables in quality of movement, velocity of the specific body part viewed, and motivation may have caused variations in responses to the same motion-event series. The distortion of actual movement caused by a change of tempo and the lack of that distortion in a mechanically varied speed seemed to make little difference to viewers in terms of emotional association.

N053 A Study of the Relationship of Certain Measures of Rhythmic Ability and Motor Ability in Girls and Women
Lemon, E., and Sherbon, E.
Research Quarterly Supplement 5082-85, March, 1934

N054 Anthropokinetics
Stish, E. E.
Journal of Health, Physical Education, Recreation. 35033, November, 1964.

N055 Exploring Movement Experiences
Hackett, L. C.
Journal of Health, Physical Education, Recreation. 36028-9 May, 1965.

N056 A Teljesitmeny-Equivalencia Jelentosege A Mozgasokban Performance Equivalence in Locomotion
Varjasi, E.
Magyar Pszichologial Szemle. 1966, 23, 1-2, 62-68.

N057 Effect of Verbal Instruction On Athletic Activity
Chiu, Y.
Acta Psychologica Sinica. 1965, No. 4, 353-60.

N058 The Influence of Exercise In Sports On Kinesthetic Sensitivity In The Joints Of The Upper Limbs
Shang-Hsia, H.
Acta Psychologica Sinica. 1964, No. 1, 94-101.

N059 Intelligence and Sensorimotor Skill
Walters, E. E.
American Journal of Occupational Therapy. 1964, 18, 3, 102-3.

N060 Motor Ability and Creativity
Stroup, F., and Pielstick, N. L.
Perceptual and Motor Skills. 1965, 20, 1, 76-78.

N061 Intelligence and The Improvement in a Gross Motor Skill After Mental Practice
Start, K. B.
British Journal of Educational Psychology. 1964, 34, 1, 85-90

R062 The Role of Kinesthetic and Visual Control in the Movements Performed by Children of Secondary School Age
Khomenko, K. E.
Doklady Akademii Pedagogischeskikh Nauk FSRSR. 1962, No. 2 85-88.

Purpose To explore the role of kinesthetic and visual control in the movements performed by children of secondary school age. *Method* 100 S's age 10-14, 50 boys and 50 girls, were instructed to reproduce arm movements of different amplitudes under the following conditions: visual reproduction of movement; reproduction on the basis of past memory; and production without any reinforcement on the basis of mental representation. *Results* Accuracy increases with age and is affected by the type of control.

N063 Relation of Kinesthetic Perception to a Selected Motor Skill for Elementary School Children
Witte, F.
American Association of Health, Physical Education, and Recreation Research Quarterly. 1962, 33, 3, 476-84.

N064 The Contributions of Activity To Skill Learning
Mohr, D. R.
Research Quarterly of the American Association of Health, Physical Education, and Recreation. 1960, 31, 3210350.

N065 Sensory Factors Involving Control of Movements Accompanying Periodic Stimuli
Fraise, P., and Oleron, G., and Paillard, J.
Annee Psychologique. 1958, 58, 321-338.

N066 An Experimental Study of the Effect of Head Balance On Patterns of Posture and Movement In Man
Jones, F. P., Gray, F. E., Hanson, J. A., and O'Connell, D. N.
Journal of Psychology. 1959, April, 47, 247-258.

R067 An Investigation of Auditory and Visual Perception of Rhythm and Its Relation to Skill in Selected Motor Activities
Huff, J.
Doctoral Dissertation, University of Utah. 1967. DA28, 1281-A

Purpose

A. To compare the ability to perceive auditory and visual rhythms.
B. To measure the ability to adapt the performance of a gross motor sequence to various rhythms presented auditorily and visually.
C. To investigate the relationship of the abilities to successful performance in athletics and dance.

Method 88 S's - Students University of Utah, 35 varsity athletes, 22 modern dance majors, 16 male and 15 female with no experience. Auditory perception of rhythm measured by seashore test of rhythm visual, same but with light flashes motor. S's do gross motor sequence to repeated rhythms of audible tone and light flash. Information on dance and music experience obtained.

Results

1. No significant difference in auditory or visual perception in the three groups.
2. Motor performance either fairly accurate or highly inaccurate.
3. Dancers most accurate in auditory motor performance. Tennis players best on visual and total motor performance.
4. Significant difference in all motor performance between dancer/athlete and control.
5. Vision more closely associated with combined perception and combined performance than audition.
6. Perception is not highly related to motor rhythm performance.
7. There is no evidence that experience in dance or music contributes to rhythm perception or motor performance.

N068 Guidelines For Effective Modern Dance Lecture Demonstrations
Samuel, M. M.
Doctoral Dissertation, University of Southern California, 1967. DA 28, 113-A

N069 The Role of Phenomenal Experience in Motor Learning
Schuman, D. L.
Doctoral Dissertation, Yeshiva, 1966. DA 27, 2170-B

R070 Effect of a Kinesthetic-Rhythm Activity To Music On Selected Aspects of Behavior.
Fardig, S. P.
Doctoral Dissertation, Northwestern University, 1966. DA 27, 4279-A

Purpose Empirical testing of propositions concerning salutary effects of rhythmic bodily movement upon behavior change. Concerned with the effect of a group experience in rhythmic bodily movement to music upon personality, creativity responses, self-concept expression rhythmic discrimination ability, and interest in music.
Method Factorial design, 271 third grade children, measure of personality, creativity, self-expression, rhythm, music interest, and 9 week dalcroze eurythmics program. Control music activity without bodily movement activity.
Results
1. Reduction of shyness and increase of venturesomeness can be effected by prescribed body movement activity.
2. Experimental treatment seems to hinder creativity responses as measured.
3. Music interest lessened by experimental treatment.
4. Propositions of salutary effects of rhythmic movement to music should be viewed with some reserve.

N071 Comparison of Motor Creativity with Verbal Creativity Motor Ability and Intelligence
Wyrick, W.
Doctoral Dissertation, University of Texas, 1966. DA 27, 2060-1-A

N072 An Exploration of the Uses of Rhythmic Movement to Develop Aesthetic Concepts in The Primary Grades
Rowen, B. J. R.
Doctoral Dissertation, Columbia, 1966. DA 27, 2749-A

Purpose To describe a program for primary grade children which aims to develop aesthetic concepts through body movement and expression.

A. To provide help for teachers in guiding children's aesthetic growth through an awareness of the components that are common to expression in all the arts.

B. To demonstrate some significant contributions of rhythmic movement to aesthetic awareness.

Method Action-Study, Grade 2, Mineola, Long Island, N. Y.

Results

1. Program using movement to develop aesthetic concepts in primary grades is feasible and has positive effects upon the aesthetic awareness of the children and upon their over-all developmental patterns. Evidence found in involvement of children in their expressive responses in movement and in their art work and writings.
2. Most responsive to components of rhythm and quality of sensory perception.

N073 The Meaning of Movement On The Contemporary American Stage
Hurd, J. C.
Doctoral Dissertation, Michigan State, 1966. DA 27, 3157-A

N074 Substantive Elements About Human Movement
Iden, M. A.
Doctoral Dissertation, University of California, 1967.
DA 28, 1694-A

N075 Dance Research Reference Materials with Suggestions for Future Research
Moomaw, V., Editor
Washington, D.C., National Section of Dance, American Association for Health, Physical Education, and Recreation, 1958.

N076 Rhythmic Training and Its Relationship to the Synchronization of Motor-Rhythmic Responses
Groves, W. C.
Doctoral Dissertation, University of Arkansas, 1966.
DA 27, 702-3-A

R077 Construction of a Film Series: Movement Education In Physical Education
Tillotson, J. S.
Doctoral Dissertation, State University of Iowa, 1965.
DA 26, 2580

Purpose To construct a film series for teachers of elementary school children which would introduce and demonstrate the movement education concept to preservice and in-service training programs.

Method Content from questionnaires given to 52 specialists and 3 interviews with educators used to construct introductory film. Demonstrations developed from comments on introductory film and demonstrations taught by author.

Results Demonstration Films:

1. Use of two components of movement, time and space, in tag game situation.
2. Demonstration of techniques used as children are guided in their exploration with small apparatus: balls, hoops, and jump ropes.
3. Presentation of 4 problem solving steps as used by the writer in a 5th grade creative dance class lesson.

N078 Selected Kinesthetic and Psychological Differences Between the Highly Skilled in Dance and Sports
Carter, F. H.
Doctoral Dissertation, University of Iowa, 1965. DA 26,5850

R079 Prediction of Modern Dance Ability Through Kinesthetic Tests
Frial, P.I.S.
Doctoral Dissertation, University of Iowa, 1965. DA 26,5851

Purpose To investigate the prediction of modern dance ability through Kinesthetic tests.

Method 9 Women, 13 measures of Kinesthesia Administered.

Results

1. Kinesthetic perception is related to modern dance ability. There is a significant difference between the poor dancer and the good dancer in the following measures of kinesthesis: balance leap, balance stick, leg force, leg raising between the good dancer and non-dancer, in balance leap, balance stick, leg raising, and arm inclining. There is no significant relationship in any measure of kinesthesis between poor dancer and non-dancer. With these two groups combined and correlated with the good dancer group significant correlations exist in all the five tests.
2. There is an inverse relationship in leg raising between good dancer and poor/non-dancer, but otherwise, other 4 tests favor good dancer group.

3. Prediction formulae using test results:
A. Criterion - 2.5 balance leap
1.3 balance stick
8.5 arm circling
2 leg force
1 leg raising
B. Criterion - 2.4 balance leap
1.2 balance stick
1.9 leg force
1 leg raising
C. Criterion - 2.4 balance leap
1.4 balance stick
1 leg raising

N080 Concepts Related to the Development of Creativity in Modern Dance
Little, A. A.
Doctoral Dissertation, University of Southern California, 1966. DA 26, 7145.

N081 Development of an Objective Measure of Rhythmic Motor Response
Coppock, D. E.
Doctoral Dissertation, University of Iowa, 1964. DA 25,5094.

R082 A Study of Modern Dance in Relation to Communication Choreographic Structure and Elements of Composition
Turner, M. J.
Research Quarterly, 340219-27, 1963.

Purpose
1. To analyze how dance communicates through movement.
2. Efficacy of jury ratings as evaluative tool.
3. Test perceptual agreement of trained jury.
4. Weigh relative merits of choreographic structures.
5. Identify the essential elements of a movement theme in modern dance composition.

Method Samples of student choreographed dance studies were filmed. Dances then viewed and evaluated by trained jury on: a) their ability to communicate emotional and physical qualities; b) the type and structure of their composition, and c) their choreographic and artistic effectiveness.

Results Least agreement was reached by the jurors in rating the dances according to structural strength and in identifying their compositional type. Realistic vehicles of expression were more easily recognized than abstract ones. There was substantial agreement on the emotions communicated by each composition. Presence of all traditional dance elements appears unnecessary for effective communication.

N083 Study of Tests of Kinesthesis
Wiebe, V. R.
Research Quarterly, 250222-30, May, 1954.

N084 Factorial Analysis of Motor Co-Ordination
Cumbee, F. Z.
Research Quarterly, 250412-28, December, 1954.

N085 Effect of Attitude Toward Warm-Ups on Motor Performance
Smith, J. L., and Bozymowski, M. F.
Research Quarterly

N086 Principles For The Establishment and Conduct of Programs of Dance for Senior High School Girls
Calhoun, M. E.
Doctoral Dissertation, New York, 1963. DA 25, 2337.

N087 Relationship of Static Equilibrium To Ability In Motor Activities
Estep, D. P.
Research Quarterly,2805-15, March, 1957.

N088 Relationship Between Selected Postural Divergencies and Motor Ability
Davies, E. A.
Research Quarterly, 2801-4, March, 1957.

N089 Movement and Meaning Development of a General Theory
Ellfeldt, L., and Metheny, E.
Research Quarterly, 290264-73, October, 1958.

N090 Comment Movement and Meaning Development of a General Theory
Hubbard, A. W.
Research Quarterly, 300244-5, May, 1959.

N091 Development and Validation of an Objective Measure of Locomotor Response To Auditory Rhythmic Stimuli
Simpson, S. E.
Research Quarterly, 290342-8, October, 1958.

N092 Kinesthesis In Relation To The Learning of Selected Motor Skills
Roloff, L. L.
Research Quarterly, 240210, 1953.

N093 Slow Learners and Rhythm
Robbin, C.
The Instructor, 760114, February, 1967.

N094 Self-Evaluation One Approach
Lehnhoff, A. K.
Educational Leadership, 20034-7, October, 1962.

N095 Rhythmic Responsiveness of Normal Elementary School Children An Investigation of the Developmental Difference in the Rhythmic Responsiveness of the Normal Child When a Rhythmic Stimulus is Utilized as Contrasted With A Musical Stimulus
Blatt, A.
Doctoral Dissertation, New York University, 1964, DA 25,1315

N096 Hypokinetic Disease
Wunderlich, R. C.
Academic Therapy Quarterly, 1967, 2, 3, 183-8.

N097 Appias Theory Of Acting Eurhythmics For The Stage
Rogers, C. M.
Educational Theatre Journal, 190467-72, December, 1967.

N098 The Phenomenology of Dance
Sheets, M. I.
Educational Theatre Journal, Vol. 18, No. 2, May, 1966, P. 184

N099 Teaching Geometry Through Creative Movement
Complo, J. M.
The Arithmetic Teacher, 140576-8, November, 1967.

N100 Sensory Perception Of The Motor Skilled
Rosentswieg, J.
Doctoral Dissertation, University of Southern California, 1963. DA 24, 3632.

N101 The Phenomenology of Dance
Sheets, M. I.
Doctoral Dissertation, University of Wisconsin, 1963. DA 24, 1559.

N102 The Effects of an Emphasis On Conceptualizing Techniques During Early Learning of a Gross Motor Skill
Egstrom, G. H.
Doctoral Dissertation, University of Southern California, 1961. DA 22, 3511.

N103 Effect Of A Rhythmic and Sensory Motor Activity Program On Perceptual Motor-Spatial Abilities of Kindergarten Children
Painter, G.
Exceptional Children, 330113-6, October, 1966.

N104 A Study of the Learning Process and Movement
Hogarth, K.
Master S Thesis, University of Wisconsin, In Process 1962.

N105 Movement Related To Social Studies
Mayo, C.
Master S Thesis, New York University, In Process 1962.

N106 Measures of Motor Ability Before and After Participation In A High School Dance Class
Ayers, M.
Master S Thesis, University of Southern California, In Process 1960.

N107 Measuring The Creativity of Modern Dancers
Withers, M. R.
Master S Thesis, University of Utah, 1960.

N108 Movement Tonality
Albert, N.
Master S Thesis, Mills College, 1960.

N109 An Exploratory Study of the Use of Creative Rhythmic Movement Experiences In Helping Aggressive Children
Clark, F.
Master S Thesis, New York University, 1958.

N110 An Evaluation of Dance Programs In the Intermediate Grades
Jensen, J. I.
Master S Thesis, University of Utah, 1957.

N111 A Study of the Unique Contributions of Ballroom, Folk, Modern, and Tap Dance to the Development of Certain Traits in College Women
Doss, B.
Master S Thesis, Texas State College For Women, 1951.

N112 The Kinesiological Analysis of Five Selected Modern Dance Warm-Ups
Wallace, E. K.
Master S Thesis, Wellesley College, 1951.

N113 A Study In The Use Of Movement Education In Conjunction With Psycho-Drama In Group Psycho-Therapy
Belew, R., and Vandenberg, E.
Master S Thesis, University of Wisconsin, 1949.

N114 The Place of Dance Rituals From Primitive Times to the Present
Kurtz, B.
Master S Thesis, University of Michigan, 1948.

N115 A Study of Reliability of a Rhythm Test and the Relationship of Past Rhythmic Experience to Present Rhythmic Ability
Sebree, J.
Master S Thesis, Smith College, 1947.

N116 Measurement of Modern Dance Techniques
Dunlap, A.
Master S Thesis, Smith College, 1946.

N117 A Study of the Development of Rhythmic Abilities in First Grade Children
Starke, H.
Master S Thesis, Emory University, 1945.

N118 Rhythm Tests for the Pre-School Child
Richardson, B. E.
Master S Thesis, University of Wisconsin, 1934.

N119 A Study of the Effects of Dance Experience of Women Prisoners at Texas Women's Prison
Montague, M. E.
Doctoral Dissertation, New York University, In Process 1962.

N120 The Effect of Movement on the Adjustment and Coordination of a Selected Group of First Grade Children
Vitalone, G. E.
Doctoral Dissertation, New York University, In Process 1962.

N121 Teaching Dance As A Career
Ingram, A. G.
Doctoral Dissertation, Columbia, 1962.

N122 Evaluation of Movement Study For Drama and Music Majors
Youmans, J.
Directed Research, University of Southern California, 1961.

N123 A Study in Non-Verbal Communication Exploration of Visual Auditory and Kinesthetic Responses in Three Groups - One, Blind; Two, Deaf; Three, Normal
Cope, I. J.
Doctoral Dissertation, MacMurry College, In Process 1960.

N124 Commentary on Creative Dance in Elementary Schools With Filmed Anecdotes
Lee, M. S.
Doctoral Dissertation, Columbia, 1959.

N125 Rhythmic Perception and Gross Motor Performance
Bond, M.
Doctoral Dissertation, University of Southern California, 1958.

N126 The Development of a Test of Rhythmic Response Through Movement of First Grade Children
McCulloch, M. L.
Doctoral Dissertation, University of Oregon, 1955.

N127 The Interdivisional Program in Dance at Teachers College
Kraus, R. G.
Doctoral Dissertation, Columbia University, 1952.

N128 A Simplified Technique for Teaching Body Alignment in Standing Its Application and Evaluation
Howland, I. S.
Doctoral Dissertation, 1951.

N129 Esthetic Education Through Physical Education
Pillsbury, K. L.
Doctoral Dissertation, Columbia, 1950.

N130 Theory and Techniques for Motivating Choreographic Expression on Secondary and College Levels
Hayes, E. R.
Doctoral Dissertation, Stanford University, 1949.

N131 Rhythm and Movement in the Elementary School
Smith, R. L.
Doctoral Dissertation, Columbia University, 1949.

N132 Coordination and Motor Learning
Henry, F. M.
College Physical Education Association Proceedings, 1956068-75.

N133 Kinesiological Aspects of Sport
Ganslen, R. V.
College Physical Education Association Proceedings, 1956082-92.

N134 Psychological Aspects of Human Movement and Perception
Hubbard, A. W.
College Physical Education Association Proceedings, 19560, 58-67.

N135 Importance of Audience Participation in Dancing in International Conference on the Role and Place of Music in the Education of Youth and Adults
Kennedy, D. N.
Music in Education. PP. 183-7.

N136 How Children Learn The Motor Types of Activities
Ragsdale, C. E.
49th Yearbook, University of Chicago Press, Chicago, Illinois, 1950.

N137 A Dancer Looks At Movement
Tiffany, M.
Report of the 39th Annual Conference of the Western Society of Physical Education of Collage Women

N138 The Significance of Human Movement a Phenomenological Approach
Kleinman, S.
National Association for Physical Education of College Women Report 1964 Workshop On Aesthetics and Human Movement, P. 123-8.

N139 The Role of Modern Dance in Higher Education
Hawkins, A.
Doctoral Dissertation, Teachers College, Columbia University, 1952.

N140 The Whole Secret is Feeling
Lidstone, J.
School Arts, 64022-8, March, 1965.

R141 Aesthetic Learning Through Experiences in a Correlated Program of Instruction in Art, Music and Modern Dance
Miles, J. B.
Studies in Art Education, 4034045, Fall, 1962.

Purpose To discover relationship between an arrangement of coordinated laboratory experiences in art, music, and modern dance at college freshman level and development these factors presumably related to aesthetic experienced aesthetic perception, aesthetic attitude, physiological responsiveness, level of freedom from restraint.
Method S's tested, given correlated program, retested; control group not given program.
Results Aesthetic attitudinal changes and openness to and tolerance for visual material can be effected through a correlated program of instruction in art, music, and modern dance even though such a program might be insufficient for effecting changes in certain other manifestations of aesthetic behavior such as aesthetic perception, restraint level, and physiological responsiveness. It is noteworthy that isolated courses did not effect differences in aesthetic attitude compared with the same change of experimental group. Of hypotheses, only aesthetic attitude change supported with sufficient significance.

N142 Children Consider The Dance Program
Hussey, Delia
Journal of Health, Physical Education, and Recreation, 1945, No. 1, P. 14.

N143 Dancing For The Deaf
Judd, L.
Dance Magazine, 28054-5, April, 1954.

N144 A New Method of Studying The Rhythmic Responses of Children Together With An Evaluation of the Method of Simple Observation
Heinlein, C. P.
Journal of Genetic Psychology, 360205-29, June, 1929.

N145 All The Schools A Stage
Marshall, S., and Horner, L.
Times Educational Supplement, 25970581, February 26, 1965.

N146 The Effects of Covert Rehearsal On The Development of a Complex Motor Skill
Corbin, Charles B.
Journal of General Psychology, 1967, 76, 2, 143-150.

R147 Movement Experiences and Learning a Motor Development Program for Young Children
Jacobson, V.
Claremont Reading Conference Yearbook, 300128-33, 1966.

Purpose Investigate the perceptual-motor relationships in the learning of intellectual concepts.
Method Review of work - including Frostig program for development of visual perception. Also, Jean Ayers, Carl Delacato, Richard Held.
Results Aesthetic sense of self-knowledge that comes with body freedom and command. Cannot be measured but can be experienced or observed in another. Such knowledge can be discovered only through experiencing and being aware of the experiencing. It can never be imparted through abstract language symbols either oral or written for these symbolize experience. They can never be experience itself.

N148 Functions of Mental Practice in Acquisition of Motor Skills
Vandell, R. A.
Journal of General Psychology, 290243-50, October, 1943.

R149 Nonliteral Modern Dance. Its Nature Forms and Means of Communication
Turner, M. J.
American Association of Health, Physical Education, and Recreation, Research Quarterly, 36086095, March, 1965.

Purpose Observing and identifying:
A. The product of non-literal modern dance.
B. The processes by which it was created.
C. Its component factors or elements.
Method Limited to one form of non-literal modern dance, that of Alwin Nikolais. Data obtained through 1) observation of professional dance classes and dance production; 2) observation of filmed dances choreographed by Nikolais and performed by his company.
Results Data analyzed and classified to define product, processes, and factors of choreography. Principles of choreography were then developed from the data. Non-literal dance shown to differ considerable from traditional modern dance in its conception, development, and basic philosophy.

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